

Boyson attacks bosses' shortsighted view

"Shortsighted" employers who are trimming back on placements for sandwich course students were criticised by education under-secretary Dr Rhodes Boyson at the annual council of the Association of Polytechnic Teachers last week.

"I can understand that when employers are financially hardpressed they need to trim expenditure," he said. "But I am concerned they should be seemingly so ready to dispense with the long-term benefits of offering placement."

Sandwich courses were invaluable to industrial students and could be a direct use to employers who eventually recruited their sandwich

students into long-term employment.

Dr Boyson said he shared the disappointment expressed by the Finniston committee which discovered that while employers were enthusiastic about recruiting graduates with sandwich degrees they were less prepared to offer placements to increase the supply.

University and polytechnic staff involved in finding placements for their students are finding it increasingly difficult to secure enough. "It's not been so bad since 1972," said one APT member.

While the first year intake to the polytechnics grew by 1 per cent this year, this disguises the increased

difficulties experienced because of cut-backs by the major employers in both the public and private sectors.

Ministers at the DES and the Department of Industry have been made aware of the problem and Dr Boyson's comments are a direct response.

A Confederation of British Industry spokesman acknowledged the problems but pointed out that evidence was still largely anecdotal.

Training was an easily identifiable commitment which firms could easily and speedily cut back, and college based trainees who were not fully on the payroll were in an even

more exposed position.

"Sandwich course students and other people industry is being asked to take on through the Manpower Services Commission schemes are not firms' own employees. At the same time industry is being asked to be critical about manning levels and to be productive," he said.

There is scope for expansion in the small company sector, said Mr Lloyd Bates, chairman of the polytechnics committee on sandwich courses and a member of the universities committee on integrated sandwich courses. But incentives would have to be given before smaller companies would play a fuller part.

The committee gives several other reasons for the target short fall. The intention had been to aim for three times as many applications as places. The target included provision for about 30 applications from Common Market countries, but such students now have to be treated as long students and are therefore ineligible for the scheme.

Another bar to potential employers was the fact that in some universities, students wishing to do postgraduate study do course work in their first year rather than research which would make them ineligible.

Universities also told the CVP that the timing of the scheme was out of phase with the annual cycle of applications and expected applications later in the year.

This might mean that although applications are now closed, the entries could replace candidates who decided not to take up an award.

A spokesman for the CVP and the quality of applicants "appears to be good", with students holding or expecting to hold at least an upper second degree or its equivalent.

He stressed that this year was a trial year and the scheme had to be rushed out. Any shortcomings would be corrected in 1981.

We are very pleased with the quality of the applicants and are grateful to Commonwealth universities, the British Council and other bodies.

Three panels of senior British academics will now scrutinise applications and expect to make about 500 awards. The results will be announced by July 18.

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Overseas award plan flounders

Only 850 applications have been made for awards under the new scheme for postgraduate overseas students of outstanding merit, well short of the 1,500 target.

According to the Committee of Vice-Chancellors and Principals, which is administering the scheme, many students lost interest when they discovered they would have to pay home fees. The award is the difference between the two sets of fees.

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Trafford backs down over compulsory redundancies

Trafford education authority has backed away from declaring up to 35 college lecturers compulsorily redundant. Instead the jobs are being shed by early retirement, redeployment or voluntary redundancy.

But two other authorities in the North-West, Salford and the Wirral, are still pressing ahead with plans for up to 85 redundancies.

Union leaders do not regard the outcome of the Trafford confrontation as a major victory. They have failed to prevent the 35 posts from being disestablished, and Trafford has not budged from its refusal to accept the national model agreement requiring one year's notice of redundancy is binding.

Despite the development at Trafford, union leaders still intend to raise the whole issue of redundancies—now running at more than 250—and alleged abuses of national agreements by individual authorities at next Tuesday's meeting of the national joint council on conditions of service.

Trafford had been singled out for attack because of its declared intention not to adhere to the agreement requiring one year's notice of redundancy on the grounds that it was not binding on individual authorities.

While Salford has made it clear it would prefer to use premature retirement and redeployment too, it is threatening up to 40 redundancies, and has said it does not regard the national agreement as appropriate in times of financial crisis.

At the Wirral, where 45 jobs are at stake, the education authority is not involved in a breach of the agreement, but the National Association of Teachers in Further and Higher Education are seeking to arrange a national deputisation in protest.

The Technician Education Council is to terminate its contract with City and Guilds of London Institute and run its administrative and financial affairs as a fully independent national body.

The council, set up seven years ago by the Government to coordinate technician education, now runs 2,500 courses at about 450 colleges and is attended by 14,000 students.

It feels that the status within industry and within the community will be enhanced if it sets up as an independent body. The decision has been approved by the Government.

The council will continue to work closely with the institute.

Defending the possibility that the new approach might be seen as too rigid and dictatorial, Mr Steiner said that the department's PhD students had been consulted about the changes, and they had indicated a need for a more structured programme.

"The method used up until now is a bit of a swivel approach," he said. "The kind of training we are proposing to offer is not necessarily teaching more economics or controlling the approach to economics but helping the transition between passive study and research."

Already a number of departments in the LSE have expressed interest in the new specifications. "It wouldn't surprise me if in a few years' time if other departments have taken this up," Mr Steiner said, pointing out that the LSE published the report in 1980-81, which is now widely accepted throughout the country.

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Volcanic dust may be hanging over Britain from the eruption of St Helen's in Washington state. United States, but up in Scotland the few particles of dust Edinburgh University's working model of the mountain managed to add only brought smiles to the faces of some of the 3,000 young visitors to its open day. Other attractions of which include moving, colour pictures of the heart, holograms, mouse genetics and helping stammerers overcome their disability.

Technicians' council scraps contract

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Charity asked to fund unit

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No news on closures

An eagerly awaited statement by the Scottish Secretary, Mr George Younger, on the future of education, some of which seem certain to be, is expected to be postponed.

In a written reply to the Commons, Scottish Education Minister Mr Alex Fletcher said it was hoped the statement, originally promised for Whitson, would be made before the summer recess.

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City Poly is forced to drop funding plan

A plan to raise £25m-£30m on the City of London Polytechnic has been abandoned because of Treasury restrictions on the use of foreign capital by public bodies.

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Scotland's lecturers seek talks over college re-alignments

by Olga Wojtas
Scottish Correspondent

In a significant change of policy the Association of Lecturers in Colleges of Education in Scotland have announced their willingness to discuss possible re-alignments of education colleges with Scottish Education Minister Mr Alex Fletcher.

But in its policy statement ALCES emphasizes that it is totally opposed to any compulsory redundancy and college closures which would lead to this.

The statement is a clear invitation to Mr Fletcher to seek staff co-operation for the government document at present being prepared on the future of the colleges. The document is most certain to suggest college closures and until now it seemed that ALCES would have a direct confrontation with the Scottish Education Department once the document appeared.

But it seems certain that if the minister does not seek staff co-operation—and there has as yet been no response from the SED—the union will obstruct any attempt to close colleges.

ALCES reiterates its view that any re-organization should not require any compulsory redundancy. "ALCES has always been totally opposed to compulsory redundancies in the colleges of education and is committed to take industrial action and impose sanctions if these occur," says its statement.

"It would be a sad end to a period of close cooperation, which has resulted in a relatively painless reduction by 30 per cent (about 400 posts) of college teaching staff. The necessary reduction in lecturing staff has been achieved."

It states that there are strong educational arguments against a further contraction in the education college system. A four-year degree

as the entry to primary teaching is long overdue in the light of developments towards an all-graduate profession in England, it says.

The Shedd report has emphasized the need for a more substantial commitment to the training of graduates for teaching, and claims are being made by the social work and community education professions for equivalent qualifications of a degree nature.

There is a continuing and expanding need for in-service training, restricted only by current economic measures.

The statement concludes: "ALCES would suggest that solutions to the problems facing colleges of education can be found which do not offend against any of the principles we hold as vital. We are now ready to consult with the Minister and officials of the Scottish Education Department to seek ways of meeting the needs of the present situation."

Nalco begins staff probe

The first visits to universities on which the Clegg report on clerical and administrative staff pay will be based began this week.

Nalco's universities group meeting in Eastbourne was told that the nine universities to be investigated by the Pay Research Unit, which is carrying out the study for the commission, are: Aston, Bristol, the Welsh National School of Medicine, Glasgow, Surrey, East Anglia, University College London, Durham and Sheffield.

The final selection from a list of 15 originally agreed between Nalco and the employers was made at a meeting with Professor Hugh Clegg some days ago.

Chairman of the Nalco universi-

ties committee, Mrs Rita Donaghy, warned that Clegg might not report until October.

University clerical staff have already lodged their 1980 claim for 20 per cent and a 35-hour week. Union leaders are keeping their options open on the implications for negotiations of a late report from Professor Clegg.

A full meeting with the university employers has been called for next June 20 and union leaders are expecting an offer to be made so negotiations can begin immediately.

The move was opposed by the universities committee to commit the union to a flat-rate pay claim for 1981 to protect the lower paid was rejected by delegates.

Index linking is early target

University white collar workers are angry at the failure of employers to build index-linking into the nationally recommended model pension scheme.

Delegates to Nalco's universities group meeting in Eastbourne passed an emergency resolution strongly deploring the employers' attitude and agreed to launch a campaign to win a truly national index-linked superannuation scheme.

Index-linking was one of the improvements the university employers agreed to recommend to individual institutions during last year's negotiations.

But because of the changed governmental attitudes to index-linking and the need to hold wider consultations because of the cost implications of the new holding back, delegates were told.

"They should be joining us to put pressure on the Government to make money available," Mrs Rita Donaghy, chairman of Nalco's universities committee, said.

The issue is the sheer unfairness of refusing to recommend index-linking for non-teaching staff when the very people sitting opposite us are in USS" (the national superannuation scheme for academics).

There's life in the old bones yet

The eminent 17th century Edinburgh scholar and mathematician, John Napier, must be turning in his grave at the thought of his bones being turned into cardboard and selling at 20 pence a time.

In 1617, the year of his death, Napier published a book describing three methods of adding from logarithms, for abbreviating arithmetical calculations "for the benefit of those who prefer to work with natural numbers". The first method used a set of small rods with numbers on their faces, known as Napier's bones as they were often made of bone or ivory.

Now two teaching experts in Edinburgh University's maths department, Dr John Seall and Dr R. Schlapp have, with the help of a designer J. McNeill from the university, designed a set of modern, inexpensive, teaching aids by which pupils can make their own version of the seventeenth century calculator.

It designs that are easy to assemble. The four-sided boxes can be used to do basic multiplication, very quickly and provide a foolproof method of checking the answer. They reinforce the concept of position notation, which is vital for the acquisition of numeracy.

Napier's bones, complete with an explanation of the method, are being lent to schools by the City of Edinburgh's mathematics department.

Economics applications slump at NELP

Applications to the threatened applied economics course at North East London Polytechnic have slumped by nearly 50 per cent, according to the latest available figures.

A paper prepared by academic board representatives on the ad hoc committee, which drew up the closure plans partly blames adverse publicity as a result of the polytechnic's "maladroit" attempts to deal with spending cuts.

In March the applied economics course had a 20 per cent of the level of applications at the same point in 1979. By the middle of May, it was 29 per cent below the comparable 1979 figures.

But applicants totalled 216 for a course which increased its first year admission to 200 in 1979-80. "Another once-threatened but now reprieved course, the BA in sociology with professional studies, has also suffered a major drop in applications. From within 3 per cent of the 1979 level in March, by mid-May the total was 14 per cent below."

Overall the 21 per cent increase for full-time and sandwich courses identified in March had almost entirely evaporated by the middle of last month. There was a dramatic drop in applications from Hong Kong students from 194 last year to 77 in March to 77 per cent down by May 14.

Days numbered for union's advisory panel

By a narrow margin delegates to Nalco's conference voted to press ahead with the abolition of the union advisory panel for polytechnic staff.

A last-minute move to try to save the panel failed on a card vote by 211,233 votes to 198,302. The vote was on an attempt to refer back the part of the Nalco executive's annual report to conference which recorded the decision late last year to wind up the panel.

The executive thought the panel served no further useful purpose and seemed to deter Nalco members in the polytechnics from using the established union branch and district structure.

Difficulties have arisen because only half the 30 polytechnics in England and Wales have their own Nalco branches. Members at other polytechnics are represented by local government branches.

Abolition of the panel does not mean union leaders are unaware of the value of its work in the past.

One of its final acts was a working party report identifying a wide range of issues which were worrying polytechnic non-teaching staff.

Code needed to clear 'fog' of student selection

by Robin McKie
Science Correspondent

A code of practice for medical student selection should be established to counter the "fog" of ignorance and mystique which surrounds medical school admissions, a group of researchers has proposed.

The researchers, Richard Wakeford, of Cambridge University School of Clinical Medicine, and Dr John Anderson and David Hughes, of Newcastle University medical school, complain that there is no reliable or up-to-date information about different medical schools' admission policies, although each year there are about 60,000 applications for less than 4,000 places.

Some schools favour local applicants, others place highest emphasis on A-level grades, and others rely on interviews as the principal method of selection, the researchers state in an article in the *British Medical Journal*.

"Details of the selection procedures are, however, rarely made entirely clear and there is no simple way for anyone concerned about selection to ascertain the particular mechanism used by any individual school," they add.

None of the medical schools' prospectuses gives details of selection policy and often career guides for school-leavers contain "vague, informal, and sometimes misleading references to procedures".

It is important to understand the success of selection procedures, the researchers say.

"Although the use of A-level grades as a condition of entry may be a convenient device, shown that purportedly 'low' aptitude students can perform better in medical school than their peers who score higher on examinations before entry."

What was needed was a code of practice for medical student selection which would eventually allow schools to evaluate the success of their policies.

"As a minimum, some of the fog of ignorance and mystique that often cloaks medical school admissions should be dispersed to the benefit of medical school admission officers, those giving advice to prospective students and—most important of all—the applicants."

The employment problems of 19-24-year-olds need special attention and the Manpower Services Commission should have another look at its funding arrangements for this age group.

These are among the conclusions of the first report of Into Work, a research and action project for the young unemployed. Into Work is financed by the Manpower Services Commission but independent from it. It is now in its second year of examining the attitudes and aspirations of young people in employment, training, education and MSC provision.

Among Into Work's other recommendations were that there should be more opportunities for young people to go on day release courses, more apprenticeships open to 16-year-olds and over, and more of the job training schemes that relate closely to the tasks that trainees were doing at work.

In a society that will be demanding an increasingly skilled work force it was essential that young people were encouraged to continue their education and get training in saleable skills, says the report.

The MSC, in conjunction with local authority education, training, services division and industrial training boards should make sure that day-release courses were available.

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Labour 'fails to halt class distinctions'

by David Jobbins

Labour policies have failed to remove the social divisions in post-school education, Mr Eric Robinson, school education, told the conference of the party's weekend delegates on education.

"Since 1964 the post-school education system has become more socially class divided despite Labour having been in power for most of the time," he said.

The Labour Party and education, Mr Robinson called on the party to consider a major review of its attitude to include abolition of the distinctions between higher, further and continuing education.

"The abolition of the universities was a 'fundamental socialist reform', he said.

Post school education had become more socially regressive—"we have built in bigger social prejudices than previously existed".

The idea was still current that the solution was to increase the number of working-class people going to university, and Labour had given priority to an increase from 10 per cent to 20 per cent.

The naive assumption was that the extra 10 per cent would be working-class. It has turned out not to be.

The main beneficiaries had been the already privileged, Mr Robinson said.

The British Labour Party had

not been unique in coming up with an elitist solution, and most Socialist parties had emerged with the same strategy.

But the lack of progress with reform of post-school education was a major reason for the comprehensive secondary school system remaining a "sham".

The party had tended to regard comprehensive secondary education as an end in itself without asking if it had removed the social demarcation lines between different groups.

"There was a failure to understand that no progress could be made at school level without a review of post-school education, and the trend must be reversed to ensure the universities were not strengthened."

"The Labour Party should be the party which is for weakening the privileges of higher education, not for strengthening them," Mr Robinson said.

Many delegates expressed concern at the way further and adult education was being neglected, and that certain polytechnics were trying to shed non-advanced work and move more closely towards the universities.

Referring to conflicts over college management between polytechnics and their local authorities, Mr Robinson said: "The greatest error of the colleges has been incompetent management and deadlock with local authorities—many of them Labour."

Principal attacks library plan

The principal of Edinburgh University has strongly criticized plans to cut down and replace the present board of trustees of the National Library of Scotland with Government appointees.

Dr John Burnett has written on behalf of Edinburgh University senate to Scottish Secretary Mr George Younger deploring Mr Younger's proposals to cut the board's present membership of 34 by half but two members appointed by himself.

At present, trustees are appointed by the Crown, the four ancient Scottish universities, the faculty of advocates and local authority associations.

Mr Younger has proposed that only the links with the faculty of advocates be maintained, the National Library sprung from the Advocates' Library.

Dr Burnett said his concern was shared by other universities and that he would be happy to see the four younger universities represented on the board. He accused the Government of unnecessary and undesirable patronage and said that Government appointees would be more willing to back Government calls for economy.

The library was working efficiently and effectively, said Dr Burnett.

The Open University is to provide a network of courses for the in-service training of teachers as part of a new agreement with local authorities.

A standing committee of officers of the Council of Local Education Authorities and academics from the university's INSET working group will advise on collaborative ventures with individual authorities.

It will also make suggestions on the development of in-service courses at the OU.

Attempts will be made to integrate OU courses into authorities' current in-service provision. Discussions have already been held with various teaching institutions to this end and there are hopes that local support for teachers taking

Scottish NUS Open University clinches in-service training deal with local authorities

by John O'Leary

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INSET courses will be expanded.

The OU working group has also recommended experimentation in the design of course materials for multiple usage so that packs together with a coherent pattern of recognized courses can be made available. Priority will be given to reading and language development, special educational needs, mathematics, administration, management and science.

There will also be further development of short courses and diploma courses, which equate to a one-year full-time course. At present, the university offers only one diploma, in reading development, but more are now being proposed, including some of a specialist nature, drawing on undergraduate courses and focusing on a specific discipline but with a school-based input.

The INSET programme already has links with the Department of Education and Science, the Schools Council and a number of professional associations. The university considered collaboration with local authorities essential both in order to guarantee effective support for its own students' work and to assist the authorities themselves.

Mr Mark Carlisle, Secretary of State for Education, told students at King Alfred's College, Winchester, that the Government was committed to the importance of in-service training. The teacher should seek regular opportunities to keep in tune with changing professional demands and not look upon courses as light relief from teaching, he said.

At one time it had been said that almost anyone who wanted to teach could train to do so, Mr Carlisle said. If this had ever been true, the time had long since passed and now greater attention could be paid to the character of the potential teacher during training.

A plan to pay half the money to the college and settle the issue out of court was rejected at a union meeting. The students were over increases in overseas students' fees.

Mr Peter Burnett, polytechnic secretary, said he was sure an amicable agreement could be reached, and that the matter would be settled out of court. The students are also claiming that their black grant of about £20,000 out of the £130,000 they had expected.

A similar row at Middlesex Polytechnic looks like being settled with the college also deducting £3,000 from its black grant on the students' union to cover damages caused by an occupation over nursery facilities three years ago.



Andrew Grimsdale (pictured on the French alps) is one of a team of four from Kingston Polytechnic mountaineering club tackling the 9,600ft Aghasol peak in the Himalayas this month. Other team members on the £3,600 expedition are Christopher Jones, Andrew Harris and Peter Hendry.

Flowers is dogmatic, according to surgeons

by Robin McKie

The Flowers report on re-organizing London medical schools has been attacked for being dogmatic and for failing to understand the real differences between undergraduate and post-graduate medical education.

These criticisms have been issued by the Royal College of Surgeons which believes the report attempts to encapsulate in a limited study a panoramic vision of the future. "In a panoramic vision of the future, the uncertainties and changing times, massive predictions can lead to massive errors", the college's council has warned.

The college accuses Flowers of making "superficial assumptions" about fitting individual components into comprehensive plans, and "emphatically rejects the idea that concentrating resources in very large units leads to higher standards of performance."

"We would warn the University of London against the consequences of repeating the grave errors into which government have fallen through expounding the cause of centralization at the expense of diversity and individuality", the college statement adds.

On the question of the Flowers' proposals that postgraduate medical education be developed without general medical schools, the college says: "We profoundly disagree."

"We see the main direction of postgraduate education being towards the continuing education of specialists in all branches of medicine and not in the repetition of comparatively recently qualified doctors and dentists of knowledge acquired in the undergraduate and pre-registration years."

The college warns that the university will sacrifice much of its academic reputation and strength if it leaves it to others to take a lead.

The Flowers report was also discussed at the House of Commons when Sir George Young, under secretary for social services, warned that London University should not be under any illusion that the Government intended to reduce the number of places at Westminster Hospital, one of the teaching hospitals to be axed under Flowers.

He was asked by Mr David Ennals, former social services secretary, to confirm that there would have been no proposal to close Westminster medical school, had it not been assumed that there would be a cut of 400 beds there.

"Does the minister agree that it would be appalling if the university were to make a decision about the medical school based on an assumption which he has confirmed has no foundation?"

"The University of London should be under no such illusion," Sir George replied. "It should make the changes that it thinks right in the light of the Flowers report."

Students threaten court action over occupation costs

Students from the City of London Polytechnic have threatened to go to court to recover £5,115 withheld from their annual block grant to cover damages and legal costs incurred by the college during a series of occupations.

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Labour's hopes of stopping move toward full-cost fees fade

by John O'Leary

An Opposition motion deploring the Government's decision to introduce full-cost fees for overseas students was defeated by 62 votes in the House of Commons. Labour's hopes of defeating the Government's benches proved unfounded.

At the end of a sparsely attended debate, two Conservatives, Mr Anthony Kershaw and Mr Christopher Brocklebank-Fowler, abstained but none voted for Labour's motion. A Government amendment supporting the principle of full-cost fees while welcoming the presence of overseas students was subsequently carried by 293 votes to 227.

Labour MPs had hoped for a greater show of resistance among Conservatives who had signed three Early Day motions critical of the Government's fees policy. But although some did express reservations in the debate, most of their comments were tempered with acceptance of the principle of full-cost fees.

Mr Kershaw, as chairman of the Foreign Affairs Committee whose report had been outspokenly critical of Government policy, and Mr Brocklebank-Fowler, as one of the architects of the report, were perhaps the most predictable rebels. Despite the criticism contained in the Education Select Committee's report on overseas students, its Conservative members all went into the Government lobby.

In a largely low key debate, the Government made no concessions and, as expected, did not attempt to answer any of the points raised in the two Select Committee reports on the subject.

Of the interested organisations, only those lobbying for the exemption of refugee students from the new fees will have derived much satisfaction. Although neither Mr Mark Carlisle, Secretary of State for Education, nor Mr Neil Martin, Minister for Overseas Development, gave any commitment on this subject, there was sympathy on both

sides of the House for the idea of special treatment.

Mr David Ennals, a Foreign Office Minister under Labour said that refugees accounted for only one per cent of the overseas student population and should pay fees at the home rate. Since they had, by definition, no other place of ordinary residence the three-year qualification should not apply.

Mr Martin, winding up the Government, said that Ministers



Mr Carlisle: "The fee was only one element."

were aware of the difficulties facing refugees and conceded that this was an important point. However, as with the question of Civilian students which was also raised in the debate, he would say only that the Government was giving the matter special consideration.

Opening the debate, Mr Neil Kinnock, the Shadow Education Secretary, accused the Government of creating a "higher educational Hilton" where only the richer nations could afford to send students. "The Government's policy shows a fearful combination of innumeracy, the inability to understand the needs of this country and our higher education and the needs of students from many other parts of the world," he said.

The size of the new fees had been based on miscalculation of the real cost of overseas students and would make Britain the most expensive

country in the world in which to study.

Foreign students would be forced to look elsewhere and would be attracted more than ever by the inducements offered by China and the Iron Curtain countries.

"The irony of the higher cost fees strategy is that, while the Prime Minister is rattling his sword against the Red menace that allegedly threatens us in every continent, the Secretary of State for Education and Science is acting as the registrar for the Patricio Lumumba University in Moscow," said Mr Kinnock.

Mr Carlisle denied that Britain's fees would be the highest in the world and said the signs were that numbers would stand up very much better than critics had forecast. A British degree remained good value for money, and the Labour Government had intended to reduce numbers in any case.

"In our universities there are now 5,000 more students than the target set by the previous Labour government for overseas students or the number that they provided for in the recurrent grant," said Mr Carlisle. "They are in our universities, and are paid for at the cost of 5,000 fewer home students."

On the balance of nationalities, Mr Carlisle said: "The fact is that we never were getting the poorer students from the poorer countries. The fee was only one element of the cost of studying in Britain, making up approximately one-sixth of the total."

Responding to criticism of the Labour government's record on overseas students' fees, Dame Judith Hart revealed that a Green Paper on proposals for a fairer fees system was to have been published this year or next.

But Mr William Van Straubenzee pointed out that it was Labour who had entered the field of discrimination against overseas students, introducing higher fees on the last day of term before Christmas. From then on it was inevitable that eventually there would be full-cost fees, he said.

Kingston Poly confident of survival after funds

by Paul Flather

Kingston Polytechnic and local authority officers are confident that changes in next year's funding methods currently being drawn up will allow the college to advance off its "cash baseline" without forcing drastic measures.

A governors' working party is currently preparing a review of the operation of the polytechnic in response to an invitation from the local education authority to secure the future of the college.

The L.E.A. has asked the governors to consider running a more vocationally oriented college. The polytechnic already has a high reputation for running vocational courses as well as a business and management training centre. More than 80 per cent of all students attend vocational courses at present.

Mr Dermot Hynes, further education officer for the L.E.A., said the governors had been invited to set up the review because of financial stringency. The L.E.A. is also known to be in favour of the Finniston proposals on training colleges.

"The polytechnic was also founded 10 years ago, and it seems reasonable enough anyway to ask the governors to review the way in which the college is run, its contacts with local industry," he said.

Dr Alan Matterson, deputy director of Kingston, said this had been a "rough year" and that no new system based on unit costs drawn

up by the Department of Education and Science could possibly be in place by the time the college was in its new year.

Kingston was among the winners of the 30 polytechnics, losing about £2.5m off its original income because of the cutting of the local authority's pay. Some of the college's own policy to reduce costs, and the Clegg solution of lecturer's pay. Some of the college's own policy to reduce costs, and the Clegg solution of lecturer's pay.

Dr Matterson said: "The polytechnic had been told to find further money for advanced further education by the local authority funds. Kingston is the second smallest authority in England with 16 rate workers in £2,000,000."

Dr Matterson said: "It really depends on the new method of funding. The governors will get the opportunity to review the way in which the college is run, its contacts with local industry," he said.

Options that have been put before the governors' working party include the trimming of the polytechnic into a high quality centre specializing on engineering, design and this concentration of the polytechnic on two sites in the town. The former College of Technology and Gipsy Hill, the former college of education.

At present the polytechnic spread over five sites.

'Value for money' lobby calls for figures on graduate jobs

Polytechnics should be made to publish details of the first destinations of their graduates, argues a report out this week.

In its annual report the University of Manchester Appointments Board said that the "manpower audits" required of universities by the University Grants Committee are now vital in proving to government and nation that universities give value for money.

But while the destinations of around 90 per cent of university graduates were known, the figure for CNA degree holders was only 80 per cent.

Originally intended as an aid to students, the series—*First Employment*

of University Graduates—was now more important in showing the cultural and economic results of the money spent.

These statistics were the result of an audit done by what was the independent sector of HE. The "controlled" sector, however, was under no such obligation, and therefore substantial areas of HE were not covered.

Therefore, as goes government policy towards the financing of universities, may take account of the "information" revealed in these "first destination" statistics, it is fair to suggest that the similar "criteria" should be applied to other parts of the higher education system.

Aberdeen launches a directory

In an attempt to help Aberdeen University's 1980 graduates who wish to find employment locally, a careers and appointments service is issuing to 200 local firms a brochure of over 40 graduates looking for jobs in the Aberdeen area.

The brochure, which has been compiled by the Aberdeen University Careers Service, lists the names, addresses and telephone numbers of graduates who are seeking employment. It is intended to be a "first step" in the process of finding a job.

Although the Aberdeen employment scene is healthy, says the careers service, there are a number of suitable jobs for inexperienced new graduates, particularly those without technical qualifications.

However, the service has just received that 52 per cent of last year's graduates have found permanent employment—the highest percentage ever recorded.

While a considerable number go on to further study, the service has been for graduates to begin job hunting as soon as they complete their degree studies.

The trend away from teaching has been halted with 25.5 per cent going on to teacher training.

North American News

On-campus search for realities of terrorism

from Fred M. Hechinger, N.Y. Times news service

At 6:30 pm on a Friday, students and some faculty members at the University of Nebraska at Lincoln met for a last-minute briefing on a carefully rehearsed exercise to take place the following day. The plans called for a simulated incident of international terrorism. A state department representative who had participated in the preparations was just winding up his keynote address, underscoring the significance of Saturday's exercise, when terror suddenly interrupted the proceedings.

A reporter for the Lincoln Star recorded what happened: "His face distorted by anger and a nylon stocking mask, the green-clad man screamed at the instructions: 'On the floor. Up against the wall.' Chairs overturned as more than 100 bodies scurried for the wall, faces down. The revolutionaries had stormed the continental room. My mind reassured me that this was all just a game, that the guns the terrorists brandished were not loaded, that their raging hostility was only an act. But my body responded in fear. Dr. Joan Wadlow was thrown to the floor. The giggling in the room stopped."

The terrorists called six students by name and took them hostages. The student union's exits had been barricaded. The terrorists' demands included \$1m for aid to the Third World, an apology from the State Department for alleged American atrocities, conversion of the governor's mansion into a civic centre for Lincoln's poor people and instant dismissal of the university's British faculty members unless Britain promised to pull out of Northern Ireland.

It may be a sign of the times that these once-popular simulations of confrontations on world government have given way to a realistic simulation of the latest, troubling component of international affairs—terrorism.

The exercise, said Professor Wadlow, was of interest to students and faculty from a variety of disciplines, including journalism, history, criminal justice and political science, in addition to international affairs. The first exercise was considered so useful, and so revealing, that it was repeated. The second exercise was a carefully planned and practised response, prepared and rehearsed in advance. It was a simulation of a real situation, with the University of South Dakota and the Federal Bureau of Investigation in South Africa and the Middle East.

Before the surprise attack, 97 participating students had been joined in long-term study and preparation by members of the city campus police, the State Patrol, the Federal Bureau of Investigation, the press and the State Department.

The episode was part of a carefully planned academic venture titled "Teaching international relations through simulation: international terrorism exercise on international terrorism." Students and professors from Nebraska and two other cam-



Simulation of terrorist attacks was part of the training which helped the SAS (above) free the Iranian Embassy hostages. For American students such simulations are testing theory in practice.

uses—Wayne State College and Kearney State College—were involved. The exercise was directed by Dr Wadlow, professor of political science at the University of Wyoming, and Dr Leslie C. Duly, professor of history at the University of Nebraska.

It was the element of surprise that turned what many had regarded as amusing theoretical game-playing into a real and often frustrating test of ingenuity, self-discipline and leadership. The lessons revealed serious deficits in the response to terrorism. Various groups tended to isolate themselves from each other; each group protected its own interests; students made insufficient use of the experts and of available intelligence data; fatigue took its toll. Perhaps the most serious failure was the participants' inability to invent a command structure. They failed in creating any responsive mechanism that had not been previously assigned and rehearsed.

Critique of the exercise began at once. At 1 am students were asked to write briefly on the question, "How do you feel right now?" One student said: "As the night progressed, I realized that tempers shortened and tensions rose even in a simulation. I don't think I can achieve it, it is frustrating to say the least." Another student said the exercise showed him that he did not know much about "management decision-making."

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Church leaders condemn attitude to EEC

Church leaders are deeply worried by the recent government announcement that students from EEC countries will be charged the same fees as home students.

In a letter from the Archbishop of Canterbury, the Revd Robert Runcie, Cardinal Basil Hume and the General Secretary of the British Council of Churches, the Revd Harry O. Morton to the Foreign Secretary, Lord Carrington, they say they are deeply disturbed

about the future of able but poor students coming from the developing countries of the Commonwealth. The recent announcement exposes what the church leaders believe to be a failure to treat Commonwealth students in a way that meets Britain's moral responsibilities to its former colonies. "It is wrong that we should be helping the rich rather than the poor," they say.

The letter endorsed the recommendations of the House of Commons Select Committee on Foreign Affairs and Education, Science and Arts that the responsibilities for Commonwealth students should be undertaken by the Foreign and Commonwealth Office. They also believe that more funds should be made available through the Overseas Development Administration. "We believe that this should take the form of a realistic and substantial number of bursaries," they said.

CET presses for more TV education

The Council for Educational Technology is pressing for a larger proportion of educational material in the proposed subscription television service programmes.

Responding to the Home Office request for views of interested parties, the CET says that the present small amount of time given by the BBC and ITV channels to educational broadcasting is to be increased even further. It accepts,

however, that an educational channel is not an option at the moment. The CET says that the high degree of commercial risk involved in the government's refusal to make any public money available.

Instead, subscription TV operators should be made to include some educational material in their programmes. These could include programmes about local events and places, including those made by

pupils, and information programmes on local education and job opportunities.

The subscription service could also repeat Open University, BBC and IBA educational broadcasts at more suitable times.

A body similar to the IBA or the BBC Educational Advisory Council should decide what is educational.

Sir Monty advocates 'variable' university time

by Olga Wojtas, Scottish Correspondent

There were calls for a new deal for both the most able and least able school leavers at a conference at Stirling University looking at the development of Scottish education in the 1980s.

Stirling's chancellor, Sir Monty Finlayson, told the conference that the amount of time students spent at university should be variable.

"There are people who are better than others and they ought to be advanced so that society can benefit from their talents. Engineers should spend three to four years at university, although just being educated is not sufficient for an engineer—they should do a period of structured training in industry," Sir Monty said.

concentrated strongly on engineers, said that when his committee spoke to employers the general reaction was that university education was inappropriate, although employers did not know what would be more appropriate.

"We recommend that the curriculum should not be dictated by the professor, but that he ought to advise from the people who would be using the product of his academic training," said Sir Monty.

"If the accrediting body did not approve a course, then no money would be forthcoming—nothing is added to academics (then finance)."

Sir Monty added that his committee had been struck that some could leave university at 23 and work for the next 40 years in a world which would change radically with time, and that any way of thinking about education was

in a structured manner. "Postgraduate education is not a normal feature of a man's or woman's career," he said, "yet how is it possible not to keep yourself up to date and yet give of your best to society?"

Sir Monty said his recommendation for a legal right of release from work to enable engineers to keep abreast of current trends was revolutionary; this happened with every profession in France, and was found in Germany and the United States.

This kind of scheme would mean a considerable difference to the administration of universities, polytechnics and schools of the future, said Sir Monty.

Talking to a group investigating education and work, Mr Sandy Thomson, a lecturer in further education at Jordanhill College of Education, Glasgow, said: "Successful government has given universities con-

siderable sums of money for a liberal education for a fortunate minority."

In 1977, he said, while a third of Scottish 16-year-olds remained at school, 34 per cent were employed, and 30 per cent were in further education.

Mr Thomson called for a second educational offensive to be mounted when children were given the opportunity for this. "Youth opportunities" would be a new vocational scheme, precisely because there were no unified vocational regions of the present educational system.

So far, he said, rather much schemes had been running and Clegg was receiving more critical acclaim than any other scheme. He said that these schemes deserved more scrutiny from teachers.

Clandestine debate on 'lean' years ahead

A behind-the-scenes debate in the inner circles of the higher education establishment may significantly influence the way the nation's colleges and universities prepare for the lean years ahead. The question of whether those years will actually be as lean as is widely feared is at the heart of the debate.

On one side of the debate are expert projections based on population trends. Eight years ago the number of first-graders showed its first significant decline of some 600,000. The curve has since gone steadily downward.

The key fact, said Fred Crossland, head of the Division of Education and Public Policy at the Ford Foundation, is that by 1994 the number of 18-year-old Americans will have decreased by at least 25 per cent from the 1979 record high.

At present 11.5 million students are enrolled in about 3,000 degree-granting institutions. A 15 per cent reduction, the present conservative estimate for the mid-1990s, would mean 1.75 million fewer students.

And, as Crossland said, two ways to deal with such a prospect: stimulate demand to entice more people to go to college, or reduce the supply of spaces by making colleges smaller or shutting some down.

As for the increased enrolment of adults as part-time students, many experts say that it takes anywhere from three to five adult students to compensate a university's budget for the loss of one full-time student. And unless the present trend is reversed, industry will probably offer employees more education on its own auspices.

It is, of course, possible that some institutions will fill their vacancies with unqualified students, domestic and foreign. But recruiting educationally marginal customers must be measured against the potential harm this will do to the quality of the education.

Those who are denounced as prophets of doom say that if they should turn out to be overly pessimistic it will be relatively easy to adjust things upward. On the other hand, they say, if college presidents rely on optimistic forecasts without preparing for retrenchment, they may find it too late to save their campuses should disaster occur.

But the council said its study showed we have been far more pessimistic about the outlook for student enrolments than is justified. The complete study will be published later this month.

Crossland says American higher education is not exempt from the law of supply and demand, and it must respond to it. He urges academic leaders to consider two points: First, that unwillingness to accept bad news and failure to plan realistically is responsible.

Second, planning that focuses essentially on one's own institution without reference to other colleges and universities is stupid.

California earns a plus for science but gets a minus for the arts

From Clive Cookson, California ranks well ahead of other states in its share of America's top scientists. It has 10 per cent of the country's population but about 20 per cent of its brightest scientific talent, measured by the numbers who have won the most prestigious awards in their field.

On the other end, according to a new study by the Institute for Government Studies at the University of California, Berkeley, the state lags far behind the national average in the arts and literature, where it has won little more than its expected share of the traditional prestigious awards.

The essence of California's intellectual achievement is captured in a narrative by the California Institute of Technology. This remarkable little university has 600 undergraduates and 850 graduate students, with 18 Nobel Prize winners among its faculty and alumni. Forty-four faculty members have been elected to the National Academy of Sciences. Proportionately, no other university comes close, and these figures are based on the number of faculty members.

In the academic ability of its students, Cal Tech is also far ahead of other institutions. Undergraduate entrants have mathematical test scores in the top 1 per cent and verbal scores in the top 2 per cent. When Marvin "Murr" Goldberg left the chairmanship of the physics department at Princeton in 1974 to become president of Cal Tech, he knew all the facts and figures. He still found himself surprised by the "contrast between the reputation and the sheer small size. There is a level of excellence here that I think is unmatched at any other institution in the world," he said.

Top priority for the eighties at Cal Tech will certainly be to maintain this excellence. Dr Goldberg says that will mean being alert and flexible enough to select quickly and bring them to Cal Tech. "Because of our small size, I think we have the ability to be on our feet than any large institution," he said.

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Dr Goldberger and his predecessors have had a hard time attracting distinguished non-scientists to Cal Tech, and some senior positions in the Division of Humanities and Social Sciences still have to be filled. Pasadena has limited appeal to an historian, a philosopher or a scholar of English who likes the collegiate atmosphere of a conventional university.

Nearly a quarter of the undergraduate programme at Cal Tech is devoted to the social sciences and humanities, but there are few graduate students in the social sciences and none in the humanities. Presumably it is primarily a fear of intellectual isolation which has led several scholars to turn down professorships at Cal Tech in recent years.

President Goldberger expresses some sympathy: "In many ways I feel it is too intense, by the extent that we tend to develop students who are extraordinarily good at solving well posed problems but who don't do quite as good a job at developing students who pose a problem."

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Overseas News

Schools boycott supporters held

By Paul Flather

South African authorities are taking a tough stand against university students and academics who boycott lectures in support of the widespread schools boycott by coloured pupils, according to reports.

With the fourth anniversary of the riots at Soweto just days away, it is apparent that the authorities are taking no chance of allowing a repeat of the upheavals that shook the foundations of apartheid in 1976.

Anti-Apartheid in London says the number of people detained for protesting against the regime has markedly increased in recent weeks. More than six times as much is spent on educating white students than blacks.

Mr Tony Weaver, president of the Cape Town university student representative council, was arrested and detained for 48 hours just half an hour after making a telephone call to the National Union of Students in London asking for support for the schools boycott.

Coloured school students are forced to rely on sympathetic white students, who are allowed access to telephone and printing facilities, to appeal for support for their campaign against "inferior" education, based on racial separation.

On May 27 seven lecturers, including Professor Jakes Gerwel from the University of Western Cape, a black university, were arrested for boycotting lectures. Last week they were still being detained under the Terrorism Act which allows for per-

sons to be held incommunicado for up to a year.

Mr Andrew Borsaine, president of the National Union of South African Students (Nusas), is currently being detained on charges of producing undesirable publications. He is to appear in court later this month.

Both the president and vice president of the Natal Medical School black student union are reported in detention. Mr Duncan Innes, a research student at Warwick University, is being detained after returning to attend his mother's funeral last month. He is a former deputy-president of Nusas.

Ms Knie Clarke, student organizer at Anti-Apartheid, said: "The major reason for these and many other detentions seems to be a wish on the part of the authorities to avoid any repetition of Soweto."

"They are picking up people they think might lead some sort of uprising. But as usual they have got it all wrong. They are only exacerbating the situation." She said the election result in Zimbabwe had made a tremendous impact on people's expectations inside South Africa, particularly on black students.

Leaflets prepared by coloured pupils engaged in the boycott attack the "inferior" education. They say "ethnic education" as it is termed, is only education for domination, inferior in every respect.

"Schools have been damaged, and remain unrepaired. Facilities are



Police use teargas to scatter coloured (mixed race) schoolchildren demonstrating in support of their demand for equal rights.

non-existent. Text books are in short supply. Corporal punishment has been abused and unfairly applied," says one leaflet. It says women students have been assaulted and accuses some headmasters of culling in security police to settle grievances.

"Vitality, the Cape Town University white student paper, in a special report last month urges students to support the boycott campaign: 'It is clear there is a role for privileged (white) students to play in fundamental political conflict. We do

share in an education system with relations of domination and subjugation.' Another leaflet is from a group of Christians urging support of the boycott.

The trial of Dr Renfrew Christie, another former deputy-president of Nusas who was awarded his doctorate at Oxford, was found guilty last week on five charges of terrorism. The main witness against Dr Christie was Captain Craig Williams, son, formerly assistant director of the International University Exchange Fund, an agency set up to

award refugee scholarships to white students leaving South Africa. Captain Williams is now said to have been an agent of the South African security police, Bos.

The National Union of Students in London have launched a campaign to free Nelson Mandela, the black South African prisoner leader from Robben Island where he is under life detention. Mr Mandela is honorary president of the International University Exchange Fund, an agency set up to

Peter Scott discusses the work of G. R. Elton, a historian with a special affection for our 'non-dogmatic conservatism'

Textbook revolution of a natural Englishman

Professor G. R. Elton is at the dead centre of British historiography. He is not only one of the most distinguished historians of the past 30 years but also one of the most representative and even most familiar.

He is a stern pragmatist who has not strayed outside a self-contained discipline. He distrusts ideology—Whig, Marxist, or "revisionist"—as much as the supposed insights of sociology, anthropology, and even psychology which historians across the Channel value. He believes the answers to historical problems will be found in the documents not in flights of metaphysical theory or sociological inspiration.

His own personality, no doubt, has coloured his view of history. Geoffrey Elton is not a "character". Although he writes clearly and forcefully, his style does not thrill the reader. It is not meant to. It is an appeal to his reason not his emotion. His books are unlikely to be remembered as examples of literature. Nor has his path as an historian been disturbed by fanciful visions or eccentric changes of direction. Elton knows what he writes about the Tudors—and writes about what he knows.

Yet at a hidden level his career is a paradox. He is a very English historian. He has not only a command of a very English period of history—the last half of the sixteenth century—but also exhibited much of the traditional distaste for intellectualism of the English academic. Yet he is not a native Englishman but a refugee from Hitler's Europe.

Elton is very much opposed to "schools" of history. He certainly has no wish to found one or to collect around him disciples, and he despises the style of academic authoritarianism practised by late J. E. Neale, the leading "Tudor" historian of the age before his own. Yet his views, particularly on Thomas Cromwell, Henry VIII's second and greatest minister, has not only turned upside down the once conventional view of early Tudor England but created a new orthodoxy that is stronger than the old.

Thirdly, Elton is opposed to a too intellectual, and especially an ideological, approach to historiography. He suspects Whiggism, Marxism, and all manner of other apparently scientific theories. Yet he has argued that his own elucidation of the bureaucratic (and largely benign) origin of the early modern state comes close to being an ideology in its own right.

For a conventional (but distinguished) historian Elton's own history is far from conventional. Admittedly, he is a fifth-generation academic and so, in his own words, "hereditarily burdened". His father, Victor Ehrenburg, was a professor of ancient history at Prague.

But he only came to England in 1939 at the age of 18 from the turbulent world of a central Europe on the brink of war. Nor did he receive a conventional higher education. First, he studied and also taught at Rydal School, a Methodist public school which had been evacuated to Wales. Then he studied in his spare time for an external London University degree working between 30 and 40 hours a week. Finally he went into the army and ended the war as a sergeant on the intelligence Corps in occupied France.

England, may not have been Elton's native home but it has turned out to be his natural one. He remembers how impressed he was by our "non-dogmatic conservatism" and by the absence of political theory which had been so dominant in continental Europe before the war. Today, he is so English that his central European origin comes to mind only when he is asked to identify an entry to such course

He is not an exile but someone who has come home.

Becoming an historian like becoming an academic was almost an hereditary principle in Elton's family. He says today that he had always thought he would become an historian. After his return from Austria he settled down as the Derby student at University College London to study for his PhD which he received in the particularly short period of less than two years. He then went as assistant lecturer to Glasgow in 1948 and a year later moved to Cambridge where apart from visiting professorships in the United States he has remained.

However, his lighting on the Tudors, and especially on the reign of Henry VIII, as a special area of study was an accident. During his first degree his special subject had been the late Roman Republic, an appropriate choice for the son of a professor of ancient history. It was as a graduate student in a still foreign country without a subject and with no connections that he met the late Professor Ronald G. W. Woodhouse who suggested that he take a look at the letters of Henry VIII.

"This period had been dominated by Pollard who kept everyone else off. Then he became old," explained Elton. "The result was an historical territory that had been sterilized for 40 years. When I started, I found there was so, so much to do."

So Elton began work on Henry VIII—but not as a specialist in Tudor history. Cromwell, Pollard had worked mainly on calendars and so had ignored the totality of the evidence, much of it in manuscript and occasionally difficult to read. It was here that Elton's 30-year affair with Cromwell began. It was very simple. I found him everywhere.

Even without the enervating effect of Pollard's long domination, the state of early Tudor studies immediately after the war was not entirely satisfactory. The reigning orthodoxy at that time was expressed in books like *Chimes of England* by J. E. Neale, in which the Tudor period was described as "the zenith of the medieval constitution". This tendency to stress the medievalism of the Tudors arose from an easily understood reaction against regarding 1485 as an historical turning point, and also fitted in well with the idea of the seventeenth century as a period of revolutionary change, with its deep Whig and more recent Marxist roots.

In 1953 Elton published his first and most famous book, *The Tudor Revolution in Government*. Although he was still a graduate student, his work was immediately recognized as an historian and turned early Tudor studies upside down. Two words in the title perhaps sum up its impact. First, Elton argued that the Tudor period was a deliberate plan for a revolution, the 1530s amounted to a revolution, which was a brave and radical suggestion at a time when the prevailing academic orthodoxy stressed continuity. Indeed Elton went further. He also argued, although more tentatively, that the consequences for English history of the revolution of 1530s had been more far-reaching than the revolutions of 1642 and 1689.

Secondly, he concentrated on the actual process of government. His conclusions were based on his extensive knowledge of the rapidly changing bureaucracy of Henry VIII's middle years—and as such were clearly superior to anything that had been said before. In these documents he identified not only the creative genius of the hitherto overlooked Thomas Cromwell but argued that Cromwell appreciated the significance of the totality of these changes—indeed that he was quite deliberately laying down new and modern principles of government.

These principles were the unambiguous assertion of national sovereignty, and the placing of the sovereignty of Parliament at the heart of the process of government. Today, he is so English that his central European origin comes to mind only when he is asked to identify an entry to such course

of medievalism, so both drew their strength from the creation of a formal and necessarily bureaucratic state.

As Elton himself wrote, perhaps in an over-personalized term: "Thomas More knew well why he opposed the voice of Christendom to an Act of Parliament, and Thomas Cromwell knew equally well what his assertion of the omnipotence of Parliament meant. They both knew they were witnessing a revolution."

Yet in *The Tudor Revolution* Elton also presented a contradictory argument, which inevitably cast doubt on his assertion that Cromwell and his allies were following a deliberate design. "In England more often than not," he wrote, "political events precede mental revolution: events are commonly the result of physical forces and personalities rather than intellectual way—men whom Elton sees as a dreamer, an intellectual, wracked by guilt over sexuality."

Of course, it can be argued that these two statements are not a contradiction. Cromwell was a man of government not of ideology who grasped the significance of what was being attempted in the busy years of administrative reform following the break with Rome but not a practical ruler than intellectual way—men whom Elton sees as a dreamer, an intellectual, wracked by guilt over sexuality.

But this apparent conflict does expose one of the weaknesses in Elton's interpretation of the 1530s, and perhaps by extension one of the weaknesses of Elton as a historian. A colleague put it this way: "Where earlier historians saw only statesmen and administrators reacting to the practical problems of the day, we have been shown the importance of intellectuals and writers."

One view of Elton—and a common one—is of a first-rate historian-technician who can rarely be faulted on detailed interpretation of the evidence over which he has an unrivalled command, but of a historian whose broader judgements are more shaky and even on occasion naive.

Such critics would maintain that this view is borne out by the survival rate of his work. The core of his interpretation of the 1530s, firmly based on study of the documents, has remained unshaken, while the periphery—the grand claims made in the obiter dicta of introductory chapters, footnotes, and conclusions—has been eroded.

In one sense Elton himself would not necessarily dissent from this judgment. Asked about the enthusiasm, particularly in France, for the historical study of *mentalities*, he replied that the evidence must be paramount. If the evidence allowed such a study, that was all right, but if the evidence was not there, it simply could not be done. He added: "I have not much inclination to see patterns. That can be dangerous. The remedy is in the particular."

Nor, to be fair to Elton, has he strayed too far from the evidence in his ideologizing. He has usually been tentative and has rarely been developed with any sophistication. For example, in *The Tudor Revolution* the case for regarding the changes of the 1530s as more revolutionary than the actual revolutions of the sixteenth century is stated in an 11-line footnote.

It is, of course, fascinating to try to penetrate to the substrata of ideological preconceptions and preferences of any historian. In the case of Elton they do not lie deep down. He once wrote "English government has a special claim to be studied. It developed in comparative freedom from outside interference, producing a curious blend of decentralized and popular freedom with strong, at times, central control. Our history is still very much written by Whigs, the champions of political freedom. To stress the need for controlling freedom may even today seem not only liberal, but even illiberal."



G. R. Elton: devotee of the centralized administration.

Queen's University, Belfast in 1972 he admitted that "his (Cromwell's) cast of mind was less determinedly secular and less ruthlessly radical than I had once supposed". He even added—surely under some duress: "Where earlier historians saw only statesmen and administrators reacting to the practical problems of the day, we have been shown the importance of intellectuals and writers."

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Elton is unashamedly a historian of the centralized administration rather than of popular freedom. But it is perhaps dangerous to build too elaborate a speculation on that fact. His distrust of ideology and his attraction to nationalism (and the strong nationalist tendency to react against the centralization of power) are not only liberal, but even illiberal.

lack of the latter in his early cultural environment, but it is doubtful how much his conclusions as a historian have been affected. A more relevant characteristic perhaps is that Elton is a historian's historian. Although he dislikes any suggestion of "schools", he is the doyen of Cambridge history and as such sits at the centre of a formidable web of influence. He has followed a conventional but active academic career.

Elected a Fellow of Clare a year after the publication of *The Tudor Revolution*, he was appointed reader in Tudor history in 1963 and Professor of English constitutional history five years later. He has spent two periods in the United States as visiting professor, at Pennsylvania and Minnesota, given the Ford lectures at Oxford in the same year from 1972 to 1976 as president of the Royal Historical Society.

For an academic historian his influence on the history taught in schools has been considerable. To some extent this was deliberate. He has written two textbooks, *England Under the Tudors* written in just over a year and published in 1955, and *Reform and Reformation: England 1509-1558* a mildly revisionist version in 1977. In the first of these he admits he set out to achieve a revision—an ambition in which he has been successful.

Elton's influence is hard to pin down. But it probably arises as much from his representativeness as from his distinctiveness. He is a team player. He is a down-to-earth pragmatist who gets results by hard work on the documents, not an intimidating intellectual who juggles with difficult-to-grasp theories.

He is a conservative, but a conservative by instinct (and choice of nation) rather than a right-wing ideologue in the new fashion. In any case he is a sociable man who believes that history should be a social and sociable enterprise.

His one bled spot perhaps is that he lacks the native-born Englishman's perhaps hypocritical but endemic ability to combine conservatism and radicalism in the same set of values. Apart from this he embodies the best and worst of English historiography.

Nor is his career as a historian an act of self-interest. He has covered little better than Poland covered Henry VIII's reign. He has worked his way through the documents for the first half of the reign and although he is perhaps too old and too wise to produce another explosion on the pattern of *Tudor Revolution*, he is quite capable of self-interest. As he himself says: "Historians may be burnt out by 35 but historians keep going. Mommsen died with a pen in his hand."

Cash crisis provokes an Australian brain drain

from Geoff Maslin

MELBOURNE Turning off the education tap has led to the proportion of research funds available to Australian universities in the past 10 years. The ratio of total research expenditure to recurrent grants has fallen from about 19 per cent to less than 10 per cent.

Nor have universities been singled out for this in research funding. Expressed as a fraction of the gross national product, private and public research and development expenditure has dropped by a quarter since 1974, from 1.3 per cent of the GNP to 0.9 per cent. This figure puts Australia's research in line in comparison with other OECD countries—well behind America's 2.4 per cent and Britain's 2.1 per cent and only a little in front of the same spent by Finland, Iceland or Italy.

According to the Australian academic basic research is facing

a crisis and the long term implications are serious and disquieting. The vice-chancellor of La Trobe University, Professor John Scott, told his staff that "the Australian society of the 1990s may look back on the 1970s and early 1980s with dismay of the lost opportunities caused by the current short sighted attitude to research."

Professor Scott said the morale of the "academic working idealistic people" who make up the bulk of the academic community is at a low ebb, perhaps the lowest for 25 years. "They are confused and resentful, and a significant number, most of them bright young scholars, are leaving university service or are being forced to look elsewhere for employment."

Two kinds of brain drain are taking place. One is the loss of research workers from the universities to industry and commerce. The other is the departure overseas of

bright young academics, now amounting to one in every four students graduating with a doctorate. But there is also a growing number of South-East Asian students completing postgraduate research in Australia and returning to their own countries taking their research skills with them.

Apart from cutting the number of postgraduate research awards from 725 in 1976 to 555 this year, the Government in 1978 also made the awards taxable.

All this sits strangely at odds with the Government's stated intention of building up postgraduate research schools.

Applied or "mission-oriented" research tends to be attractive to governments because it offers immediate social, economic or other benefits to the community.

A concern with applied research was reflected in the federal budget where the government gave special emphasis to research, increasing the

grant to industry from AS24 (£12m) to AS32 (£16m).

In contrast, the funds made available this year to the Australian research grants committee—\$A13m (£6.5m), are in real terms, 3.6 per cent less than in 1979. The other major research funding agency, the National Health and Medical Research Council, had its funds raised from \$A13.2m (£6.6m) to \$A14m (£7m)—a 6 per cent increase at a time of 10 per cent inflation.

The Federation of Australian University Staff Associations has called for a reversal in the trend shown by many governments agencies to allocate research funds to short-term applied research projects.

The federation has also called for a 50 per cent increase in the funds available to the Australian research grants committee and the NHMRC as well as the creation of a national system of post-doctoral fellows to inhibit the brain drain.

New building figures 'misleading'

from John Harrison

West Germany's Educational Council, body which advises on the university building programme, has recommended that the "official" capacity of the country's universities should be extended from the present stand of 730,000 to 830,000 by 1984.

The figures are misleading in West Germany has already about a million students and already overcrowding is a problem. The student population will continue to grow because of the birthrate bulge years until 1985 yet about 20 per cent of young people who become entitled to study each year decide not to go to university.

The educational Council said it was regrettable that most of those who valued their right came from poorer families. Women are disproportionately represented in this group too.

The council estimates that some DM12 billion (around £2.9 billion) must be spent on university buildings in the next four years. Many of the existing buildings which are over 100 years old, will have to be pulled down and replaced. About a third of the funds available for university building will be spent on the medical facilities.

The council said it was cautiously optimistic about the prospects for graduates. There was certainly no reason to worry people against studying, although a few months ago some 36,000 graduates were unemployed, among them many teachers. The council's latest survey of the situation in the labour market, however, showed that the office for employment prospects was not good.

There is likely to be considerable controversy over the council's plan to look at the feasibility of organising special courses for "elite" students. It was a matter for concern, said a spokesman, that in today's mass-oriented society the relative small proportion of high flyers was being neglected. The council would recommend that special students would be more demands on those who are offered to them. There would be no entry to such course

Bulgarian academics fear power of national council

by a Special Correspondent

The establishment of a Supreme Education Council for Bulgaria has brought fears among some academics that higher education and science will become simply another branch of state production. One of the main tasks of the council will be to reshape the higher education system.

The new scheme, to come into force over the next 10 years, is designed to supply the state with precisely the required number of graduates in the appropriate subjects each year. The university course, already extended to four and a half years, will now take in all five and a half years, divided into three stages. The first two years will be devoted to basic preparatory courses, then will come a preliminary streaming on the basis of estimates prepared by the various ministries and enterprises about their future needs.

Once a ministry has placed an order it will be obliged to provide appropriate jobs for that number. However, the streaming process will also take into account the relatively high dropout rate of some 45-50 per cent, especially among women students.

At the end of the fourth year, a final selection will take place. Research posts in the various institutes of the Academy of Sciences will also be advertised at this point. The students will be expected to apply for appropriate posts, and from then on, their education will be completed partly at the university, and partly at their future place of work.

Enthusiasts for the scheme stress that from the moment students graduate they will be a properly qualified specialist for their future work. They will be no further "breaking in" period. Other side benefits, it is claimed, will be utilisation of the initial "general training" process, permitting better equipment of laboratories and practical facilities and standardization of textbooks throughout the country. If in a given year it is estimated that no students at all will be needed in a specific field, there will quite simply be no admissions in it.

In spite of the official praise of the new system, a number of Bulgarian academics have expressed certain reservations. This is not the first time that a major reform has been introduced into the Bulgarian university system.

France looks to boost funds for research and development

from Guy Neave

PARIS Ways to give a substantial boost to France's research and development effort was currently being discussed by the government.

Already, in August last year, a Cabinet meeting decided that France should increase its commitment to research and development up to a level currently enjoyed by Germany and Japan. This is to be the main target for the coming five years.

This medium-term goal of the 10-year plan for research policy was outlined to the National Assembly at the end of last month by Secretary of State for Research, Pierre Aigrain. He suggested that the proportion of the gross domestic product set aside for research and development should be increased from 1.3 to 2.2 per cent.

A main issue for the Commission for Scientific and Technical Research, as well as the central planning authority, is how long this will take. Estimates vary: some reckon the target increase could be attained within five years. Others think it will take 10.

domestic products will grow at some 2.8 per cent per year for the next five years. If research is to keep in line expenditure will have to grow by some 40 per cent in constant money.

One proposal to boost investment is to give tax concessions to private industry. This is a significant suggestion, since Premier Raymond Barre has told his ministers to take into account a 20 per cent cut in current tax programmes when setting next year's budget.

Over the past few years, however, private industry has been investing heavily as a result of the removal of price restrictions and a subsequent growth in profit margins. Nevertheless, there are signs that this effort is beginning to flag.

According to the Farouq committee headed by M. Roger Farouq, director of the Saur Gobain Ponts Mousens chemical group the next sector expenditure should be increased from 1.3 to 2.2 per cent to £3,300m.

All is not plain sailing, however, strenuous opposition to the idea of tax concessions has come from the budget ministry. It is not the first time the Minister of Industry and the Secretary of State for Research have had to disagree on these proposals through-

The people who put the CARE into Northern Ireland

Initially the CARE project was involved in initiatives like setting up local resource centres, organizing conferences on broad topics and issues and assisting in the

The work being done by the CARE project and similar activities carried out by the WEA, the Corrymeela centre, the Northern Ireland Community Development Centre, community organizations Northern

A black and white photograph of a large, ornate Gothic cathedral. The building features multiple spires, flying buttresses, and intricate stone carvings. The architecture is characteristic of the High Gothic style, with a focus on verticality and light. The image is framed by a thick black border.

But many community education workers feel that the major problem in this field is the lack of a permanent, independent and committed focus for the link-up of social, community and trade union education and research.

the women's movement, the WEA the "women's movement," the CARE project, community education and community education projects. The meeting committee, which is composed of representatives of the various groups, has developed a plan, does not want the plan to be concerned with certification. It wants to be different from schools and public institutions, to have a strong public commitment in developing

The people's college might make a positive contribution towards the working class social movement in Northern Ireland if we can bring all these sorts of people together. We are not going to change things gradually but it could be a major step forward. If, there's any place as large like this is needed desperately in Northern Ireland.

socialization and the elimination of social science experts took place. At the first, Hawtrey, postmaster-general, was the only minister who was not in the dungeons of Whitehall, and only called upon to render his opinion on the monetary and financial policies decided by the others. At the second, the cabinet was reduced to a mere shadow of its former self, and the Treasury was left to investigate its specific functions. It was forced to occupy a more important role in the Treasury, it became a more influential body, and that a new intellectual balance had been struck between the Treasury and the other departments. The success of present Government policies concentrated by the Treasury is a result of the fact that the Treasury is now a more influential body than it was in the past.

In the first article in our series on the relationship between government and academe, Lord Balogh stresses the importance of ministers receiving and heeding—the right expert advice

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The author was economic adviser to Harold Wilson's first government, 1964-1970.

Time for bold decisions on decision-making

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A view of the college's newer part.

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the trade union movement, charities and international organizations, involving a carefully thought out strategy perhaps aimed at promotional tours in Canada and the United States.

The people's college might make a positive contribution towards the working class social movement in Northern Ireland if we can bring all these sorts of people together. We are not going to change things gradually but it could be a major step forward. If, there's any place as large like this is needed desperately in Northern Ireland.

trients in the currently depressed views of the important economic. A great deal of our material losses can be attributed to the "debilitated" development because of the position in the world changed drastically and willy-nilly the state had to make positive intervention demanding fresh thought.

socialization and the elimination of social science experts took place. At the first, Hawtrey, postmaster-general, was the only minister who was not in the dungeons of Whitehall, and only called upon to render his views on the monetary and other financial policies decided by the cabinet. At the second stage, the cabinet was reduced to a small group of financial ministers, and the investigation of specific financial problems was left to the Treasury, which had been assigned the task of investigating and carrying a more important role in the Treasury, it can be said that a new intellectual balance had been struck between the Treasury and the other departments of the government. The success of present Government policies concentrated by the Treasury is a result of the fact that the Treasury is the only department which is not subject to the influence of the public.

the wars, there were few banks alone brokerage houses with a staff of economists (The Bank of England acquired two American economists before they ventured to America). Henry Clay and Humphrey Brevins). Now the stream of scientific

profession even if their ambition appears positive i.e. "value" and non-political, forces them to mathematical or econometric sciences which usually founder on next swing of the intellectual pendulum.

in which union success is gauged by inflicting severe damage to the British economy and endangering our international viability. The inevitable response is a systematic effort to weaken the monopoly power of the unions by legislative

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The answer to which we irresistibly drawn is the establishment as a rule of ministers' personal cabinets manned by experts sympathetic to the administration. It was my impression that the Labour government failed in its attempt to introduce this system.

The author was economic adviser to Harold Wilson's first government, 1964-1970.

...and the

Values that call for the greening of industrial society

Britain's economic ills are frequently attributed to the decline in the spirit of free enterprise or what Sir Keith Joseph has recently referred to as the growth of an anti-enterprise culture. Among the wilful boys of this loss of intellectual and moral commitment to the virtues of industry and commerce, the universities rank top favourites, especially departments of social sciences. They, it is alleged, have been the vehicles for the steady diffusion of Marxist ideas, extolling the virtues of collectivism and undermining confidence in the free market system and in individualism and ambition.

The argument is familiar and repeated often enough. There is little doubt about the emergence of a new mood in all highly industrialized societies: the rise of environmentalism or "green" parties, opposed to further economic growth and critical of the impact of technology and science; a loss of confidence in political institutions and an increase in direct action. Such changes have been noted in countries as different and far apart as Germany and Japan.

What is challenged by the results of researches under way at Bath University is the argument that a major source of this change of mood, especially among the young, is the insidious influence of higher education in general and Marxist social science departments in particular. The argument is not, in any case a very convincing one. The significantly more radical and Marxist generation of social science students of the late 1960s from whom much of the expansion of university social science departments has been recruited were not themselves the products of heavy doses of Marxist indoctrination. Indeed many of us found our teaching criticized and rejected as unduly conservative by students. American functionalists and influenced by radicalism and relevance. We must look much deeper to more fundamental social changes and to the experiences of the young, who have been turned away from science and technology and to crowd into departments of politics and social sciences.

Solid evidence of change is the growth of so-called post-material values. This has been most marked among the young in the more advanced societies such as Germany. And it has persisted despite the economic recession of the mid-seventies. The usual explanation is that the post-material generation is the product of the affluence of the 1950s and early 1960s.

The American Social Scientist, Inglehart, developed a scale to measure post-material values. His work rested heavily on Maslow's psychological theory of a hierarchy of human needs. As the basic needs for food, shelter and warmth are met, argues Maslow, such survival and maintenance needs become less pressing and higher order needs for what he called self-actualization become relatively more important. So when respondents to Inglehart's scale give high priority to "maintaining a high rate of economic growth" and "maintaining a stable economy" he says, indicating a preference for material goals and values. Priority for items such as "progressing towards a less impersonal, more humane society" or "progressing towards a society where ideas are more important than money" indicates support for what Inglehart calls "post-material" values.

It is support for such values which has increased, while priority for material or economic goals and values has declined. What is not in dispute then is that there has been a decline in support for "business" values.

In order to probe more deeply, we deliberately chose for our researches groups which could be expected to hold polarized views. Questionnaires including a modified form of Inglehart's scale were sent to a sample drawn from the pages of the *Business Week* and the *Who's Who of British Engineers* and to members of two national

Stephen Cotgrove examines the growth of anti-business attitudes among young people and argues that the values of the market place are to blame

human welfare rather than the production of material goods. Not least of these is the family. It is here that the young adolescent is exposed to values which are in many ways antithetical to those of the market place. Here, individuals are valued as persons rather than for what they have achieved, needs are met regardless of ability to pay, relations are personal and affective rather than impersonal and neutral.

The unconditional commitments and loyalties of the family are far removed from the contractual relations of the market place. What is problematic is not so much a decline in the market mentality but the extraordinary success with which industrial societies have displaced the traditional values of family and community and religion with those of the market place.

Individuals do not have to internalize the values of the social situation in which they find themselves, though part of the process of occupational socialization and training aims at instilling appropriate values and attitudes. Conscience which may be shaped by experience. Those who operate within the imperatives of the market place are likely to come to accept its inexorable logic.

There is solid research evidence to suggest a connection between occupation and values. Rosenberg found that values exerted a powerful influence on choice of occupation, and that young people's career choice was congruent with their personal values.

Now if this analysis is correct, it raises some challenging questions about what influences the choice of careers in industry such as engineering and management. We have completed a small preliminary survey among undergraduates at Bath in engineering, management, economics and social sciences. We found marked differences between the values and social ideals of social science students and those in the other courses.

Those who reject material values and economic individualism are predominantly left in politics; we also found that students who were left in politics were more likely to be disappointed by the failure of the anti-business culture, or more likely to be disappointed by the failure of the anti-business culture, or more likely to be disappointed by the failure of the anti-business culture.

The underlying sociological mechanisms which account for changes in values are little understood. What we have witnessed in the past decade then is the growing articulation of alternative values which challenge the hegemony of those economic and material values which characterize industrial societies. Few have put the issue more starkly than Charles Reich who condemns modern societies for having only one value: "the value of technology-organization-efficiency-growth-progress" only such a single valued, mindless march would cut down the last redwoods, pollute the most beautiful beaches, invent machines to injure and destroy plant life and human life.

The challenge to the materialism of industrial society is never far below the surface. It is a continuation of the argument of the 1960s, which sought to reassert the pursuit of human values in danger of being submerged under the powerful thrust of technology and economic advancement. It is not that the world view of industrial society has no place for non-material values; for

two values and the choice of aesthetic considerations, or personal relations. But such values must take second place. The inexorable logic of the market place is the ultimate test for survival, so that even human life is reduced to a value in exchange in calculating the cost-effectiveness of crash barriers on motorways.

If some of the young have turned to Marx, it is because the early full critique of the dehumanising and alienating aspects of market capitalism. By contrast with this, many found intellectually and morally bankrupt what they saw as the family which far outweighs the decline in the market mentality but the extraordinary success with which industrial societies have displaced the traditional values of family and community and religion with those of the market place.

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The author is professor of sociology at the University of Bath.



Why Sir Monty's brand of Authoritarianism won't do

John Mace argues that the Finniston report is ambiguous and contradictory. It's claim to know why Britain's growth rate is so low is, he says, a false one



believe a fixed relationship exists between the number of engineers and manufacturing output, i.e. that a given level of output requires a specified input mix. This view of the relationship between the occupational/educational structure and the level of economic output is known as the "manpower requirements approach" (M.R.A.) and it has a long and distinguished history in the annals of manpower planning. The method comes in a variety of forms, and the report makes use of two of them: the "employers' opinion" method and the "international comparisons" method.

Nowhere in the report is there any suggestion that the employers could fulfil any of these requirements

The "employers' opinion" method of forecasting is based on employers stating what their manpower requirements are. In order for firms to be able to tell the Committee what their present "shortage" of what they need and what their future "need" for engineers will be, they would need, first, to have manpower plans for the ensuing few years to which they rigidly adhered; secondly, to have a precise definition of what an "engineer" is; thirdly, to form a view about their future share of the market (which implies a view about the future state of the economy); fourthly, to form a view about the future levels of prices and wages; and finally, to forecast future technological innovations and to form a view about their effect on the input mix, implicitly, future elasticity of the present labour and view of the link between education and occupation explains why the report does not bother to relate "shortage" or "need" to salary levels. It is because it is really talking about the technical requirements of the economy for engineers. The statement that there are insufficient engineers to supply the current demands and that manufacturing industry faces a chronic and growing shortage of engineers is self-evident and obvious. The authors' definition of the whole range of engineering disciplines is certainly not as if you

market forces will tend to depress their wages relative to other groups. The emphasis given in the report to employers' views highlights one of its major contradictions, for it often suggests that the economic "need" for engineers is set up on the basis of the assumption of zero substitution possibilities; its findings must be suspect. If an economist had been on the committee he could have advised them to be able to advise it on the way that data on salaries should be collected and used. The report presents a lot of evidence concerning the salaries of engineers without getting to grips with what precisely is meant by an "engineer". Are engineers to be defined in terms of their formal academic qualifications or whether they have professional qualifications? Or are they to be defined in terms of whether they do an engineering job, regardless of their formal qualifications? There is an overlap between the three, but the major problem is that the method of these qualifications and its very contradictory evidence, the report clearly inclines to the view that engineers are underpaid: "many other (engineers) are unhappy that their rewards compare poorly with those of other professional groups and do not reflect the full value of their contribution to the economy," and the report recommends that employers reappraise their salary structure and "consider improved salary and career structures for engineers". It suggests that the inadequacy of salaries helps to explain why industry has failed to attract sufficient of the brightest studies of the extent to which it is possible to substitute different sorts of labour for each other. The conclusion of all is the same: there is insufficient scope for people of different qualifications and occupational backgrounds to move into a wide variety of jobs.

The Finniston Report itself points out that many engineers have moved into non-engineering jobs, and that people can move into engineering through different educational routes, but fails to realize that this implies that substitution is possible. This finding, underpinning the basic premises on which the report is based, that we need qualified engineers for economic regeneration because nobody else can do the work of engineers. The authors' conclusion is that the supply of engineers is short, and that the demand is high, and that the supply of graduates is short.

Finniston's advice to employers regarding salaries is redundant. They are already raising them to attract more into industry

The conclusions regarding salaries seem inconsistent with the evidence. Nor does it take the opportunity to consider the impact of salaries on the supply of engineers.

salaries to answer one of the questions that it is supposed to address: namely, is there a shortage of engineers? Although the economists debate among themselves the best ways of interpreting the movement of salaries (not their absolute levels as in Finniston), there is a consensus among economists that if the salaries of one group have been rising falling relative to others, there is evidence that a shortage/surplus exists, or has recently existed. A study of the relevant salary movements for occupational groups in the New Earnings Survey 1974-79 reveals that the earnings of those in engineering related fields rose by 123 per cent, whereas the earnings for the all-occupation, non-manual and manual workers groups rose respectively by 112, 107 and 113 per cent. This does suggest that there has been a relative shortage of engineers in the recent past. But this does not mean that the shortage will persist, or that the economy will "need" more engineers in the future; the figures can only be interpreted as saying something about the recent past.

These results deserve comment. First, it seems that Finniston's advice to employers regarding salaries is redundant—they are already raising engineers' salaries in order to attract more of them into industry. Second, enrolments in engineering courses have risen in recent years; this may well be in response to the improved earnings of engineers. Third, if the earnings of engineers do respond to the push and pull of market forces, and individuals consequently decide to enter the profession, why is it necessary to provide special disbursements to engineering undergraduates, as Finniston recommends, to set up a new quango to raise the status, pay and quality of engineering in this country?

Let me turn, finally, to the main recommendation of the Report, to set up a new Engineering Authority. The authority would control engineering curricula and would issue licences to engineers. The structure and power of the authority seems modelled on the medical and legal professions in which monopolies have been established. The inherent in these professions is that by virtue of its position it can exploit the consumer, or general public, and earn monopoly profits. The danger is one realization of the majority of our successful international competitors, for example, Germany, Japan and the United States, do not have such a body for engineering. (See Appendix 2 of the Report for the reasons for this.) It is interesting that a report which insists that we have so much to learn about engineering from abroad is strangely silent about this particular lesson. It suggests that the authority will help to raise the quality of engineering in Britain, at the same time it points out that the quality of the best British engineers was as high as that of any in the world. It does not seem logical to believe the universities for the lack of quality of some engineers, at the same time, they appear to be producing high quality engineers. The problem may be to do with the individual students, the quality of some graduates, substandard experience and training in industry.

Behind the proposal for an authority lies the assumption that we need engineers to regenerate manufacturing and the economy. This assumption is based on the view that there is a rigid relationship between engineering, whether defined in qualitative or quantitative terms, and GNP, that is, on the terms and GNP, that is, on the power planning discussed earlier. The Finniston Report is ambiguous, contradictory and contains little evidence that its authors are acquainted with either the method or literature of economic analysis. It purports to know the answers to a question that has troubled economists for years: why is Britain's growth rate so slow? For the Finniston Commission's answer lies in the engineering shortage. The ongoing debate about the engineering profession turns out to be the advocacy of a discredited theory of the economy. The authors' conclusion is a recommendation to establish an Engineering Authority, whose effect would be to create a monopoly rents for engineers.

The conclusion regarding salaries seems inconsistent with the evidence. Nor does it take the opportunity to consider the impact of salaries on the supply of engineers.



Milton Keynes (left) was the 1960s answer to urban growth. Inner Liverpool (right) symbol of the 1980s.

Professor Peter Hall looks at postwar experiments in the third lecture celebrating the Royal Geographical Society's 150th anniversary

Planning with a human face

In the fifty years since the Royal Geographical Society centenary of 1930, there have been profound revolutions in the nature of human geography. They have affected its subject matter, its concepts and techniques, and its attitudes towards the world that geographers inhabit and try to comprehend. But they have been concentrated almost totally into the last twenty-five years, and some of the most significant have come about in the last decade.

That story does not in itself need retelling here. For it has been told superbly by Ronald Johnston in his new book *Geography and Geographers*. The point is to trace its impact on a very significant geographical tradition in Britain, a tradition that Johnston's book touches on only very marginally. He attempts by some human geographers to understand the geography of society, in order to help change it through planning. The century-old tradition, which has an almost legendary appropriateness for that purpose, is that of the Land Use Survey of Great Britain, Dudley Stamp virtually created the tradition of applied geography in this country. The process, tracked by the triumphant conclusion of the survey, the significant evidence of geographers to the Barlow commission in the 1930s, the key roles played by geographers in the postwar planning machine, that came indirectly out of the Barlow report, and the growing intake of geographers into the professional planning schools during the 1950s and 1960s.

By the mid-1960s, it seemed, the marriage of geography and planning was complete. A geographer, Jimmy James, was chief professional planner at the Ministry of Housing and Local Government, precursor of today's Department of the Environment. Geographers on his staff, such as Geoffrey Powell and Stanley Viner, were making significant contributions, especially in the field of regional planning. The Planning Advisory Group's report was calling for a new system of planning, with broad-based, structure plans for large areas, the kind of planning that needed specific geographical expertise.

The new scale and the new approach appeared to be tailor-made for the new kind of geographer that was then beginning to pour from the planning departments via the geographers departments in the planning schools. Some departments, followed by Cambridge and Bristol, followed by the LSE and Reading and Leeds, threw themselves wholeheartedly into the new approach to human geography via deductive modelling. After Peter Haggett and his colleagues had laid the general ground work, the detailed application of planning-related models came through the efforts of people like Alan Wilson at the Centre for Environmental Studies at Leeds and of Michael Batty at Reading, some of the most important of whom, including Wilson and Batty, were geographers by adoption.

Equally, they imported and then sophisticated the family of spatial interaction models pioneered by W. S. Losry in the United States. Coupled with new techniques of evaluation developed by urban and regional economists such as Michael Batty, the new approach seemed to offer the prospect of a truly scientific value-free approach to rational planning.

Together, these approaches and

techniques seemed particularly well suited to the job of guiding and shaping otherwise uncontrollable growth pressures, which appeared to be the major planning task of the 1960s. So it was this approach that first dominated the pioneer experiments in subregional studies of the mid-1960s such as Leicester, Leicester, North Derby and Coventry-Warwick-Solihull, and that was then applied to the first generation of county structure plans.

But meanwhile, the world itself was changing and so were geographers' and planners' perceptions of it. Johnston's book gives an excellent account of the shift in focus. The logical positivist basis of the systems thinkers began to be challenged by a new generation of geographers, who argued that it left

too much unexplained within the traditional black boxes. After an intense flirtation with behavioural models derived from psychology, and a strange attempt in the United States not paralleled on this side of the Atlantic to rediscover the pristine purity of an older tradition of cultural geography, geographers sought and found a more satisfactory set of explanations through the Marxist approach.

Since the publication of a book by yet another British emigre to the United States, *Social Justice and the City* by David Harvey, without doubt the most influential single geography book of the 1970s, this so-called structuralist approach has increasingly dominated British human geographical thinking—more than in the United States.

The reasons for this paradigm shift have been discussed at length by Johnston and others. I believe that there were forces operating on both the supply and demand sides. On the one hand, geographers were eager to explore new levels of explanation, that the Marxists seemed to offer them. Marxists, then affecting all the social sciences, not least due to the publication of the intense debates among Marxist geographers in French and German universities, seemed to offer that potential key. On the other hand, the subject focus was changing in a way that seemed uniquely favourable to the new approach—away from the problems of urban growth that characterized the 1960s, towards problems of contraction and decline that have characterized the 1970s and will surely characterize 1980s.

If the symbol of the 1960s was a place like Milton Keynes, that of the 1980s is surely inner Liverpool. Central to the study of such places as Liverpool and Glasgow is the notion that they represent the operation of powerful general forces operating at a national or even an international scale, which

they are in some sense almost powerless to resist. Among these are the changing international division of labour, with the rise of new industrial challenges from the more advanced Third World countries and the technological impact of new and improving technologies, leading to rapid restructuring of the manufacturing sector and the shedding of labour. Also, the resulting threat of de-industrialization and large-scale structural unemployment, with associated deskillings and the rapidly changing pattern of ownership and control of major industries play a part.

After a certain period of arid theorizing in the mid-1970s, they have come together with an older mainstream of empirical, statistically based work to produce a remarkable flowering of valuable research. Geographers or economists working within a common recognizable framework of urban and regional analysis. Not all of it perhaps not even a majority. It is very specifically Marxist in its theoretical basis, but all of it is in some way or another influenced by the great debate about structuralism, and by the evident progress of de-industrialization in contemporary Britain. It ranges from the statistical analysis of employment and productivity by such workers as Fothergill and Giddin or Keeble or Lloyd, through the studies of Massey and Meegan with their more specific focus on questions of ownership and control, or the detailed local case studies of the central Clydeside area, to the grandiose, to the developing work of John Goddard and his colleagues on the implications of new technologies, especially in the service sector.

Living in a de-industrializing economy, it seems, it seems to have some incidental advantages. The only problem is in the question: in what sense is it applied geography? True, some of it is commissioned by the Department of the Environment as part of its inner city programmes. Also, much of it is centrally concerned with real life issues of the utmost importance to the life and work of many people. But the problem is in understanding just what practical conclusions might stem from much of the work.

If Liverpool and Glasgow are declining and even dying, due to the operation of powerful forces which may be partly outside the control of the British government, what should be done? Though some of this work might be called Marxist in influence, much of it appears very far from Marxist in political conclusion. Indeed much of it seems gripped by a profound question, born of the conviction that the changes are inevitable. There may yet be an escape. Perhaps deep as it is, the new conventional wisdom and the resulting style of analysis, not deep enough. In particular, they do not adequately appear to explain that while some parts of the British space economy decline and even collapse, other parts thrive.

Only three years before the RGS centenary in 1980, the young economic historian G. E. Allen suggested that the industrial success of Birmingham and the Black Country arose from its climate of innovation. Nearly half a century

later in 1976 the Emeritus Professor Allen wrote his definitive analysis of *The British Disease*, calling us that economic explanations alone are no longer sufficient, while Birmingham and Coventry threaten to join Liverpool and Glasgow among the ranks of Britain's decaying industrial cities.

My strong personal belief is that we need to follow Allen's brilliant and perceptive lead. The trouble with structuralist explanations is that, dependent as they are on the notion of a set of general changes in contemporary capital structures, they do not satisfactorily explain how and why Germany performs differently from Britain or Bristol from Glasgow. We need to focus on those differences, and I am certain that they will indicate that to pervert Marxist logic—the super-structure helps determine the sub-structure.

There are leads here. Sociologists like Harvard's Earl Voth in his book *Japan as No. 1*, are beginning to show how social and cultural differences explain differences in industrial performance, and a great many other differences too, between a country like Japan and countries like the United States or Great Britain. An economic historian like Glasgow's Sidney Checkland, in his monograph *The Upas Tree*, has begun to apply the same kinds of explanation to the industrial collapse of Central Clydeside. David Donnison's new analysis of *The Good City* systematically analyses some key social and cultural differences between British towns and cities. We need to widen, and if possible deepen, this kind of analysis, in order to discover the social and cultural foundations of economic success.

I believe that they may lead us in the same direction as the Marxists are taking us via a rather different route: towards a general model of development, that can incorporate the phenomenon of de-industrialization, and in other words to understand Glasgow as a mirror image of that of another great port city, Singapore or Liverpool as the obverse of Hongkong or Seoul. A few British geographers have been intensively probing the problems of the so-called Third World, but too few of that small number have focused on what is perhaps the most remarkable phenomenon in the world today: the development processes operating in cities in the newly industrializing world, that remarkable group of countries that includes Singapore and Hongkong, Taiwan and Korea, Mexico and Brazil. By studying them we may better understand the processes that are taking our depressed cities and regions in the opposite direction. Looking at dense concentrations of humanity like Mexico City or Seoul, we can see that the physical limits are less immediately important than the innovative abilities, the capacity for organization, and above all human energy.

Such energy, in other words, comes from the culture of the society in which we live. If geographers are now to prove as successful in grappling with the problems of national decline as they were, not long ago, in grappling with the problems of regional growth, then they will need to join forces with their fellow social scientists: not merely with the economists who have long been our collaborators, but now also with the cultural anthropologists and the social psychologists.

The author is professor of Geography at the University of Reading.

Technology policy put in a 1980 context

The proposal for a Centre for the Analysis of Technical Change (CATCH) is a vital importance for Britain. The reason is not difficult to discern. Britain is, again, standing at a watershed in her political and industrial history. The factors which have brought her to this situation lie deep in history, but the proximate cause is related to the fact that the thrust of technical change is moving in the direction of production technology. It is clear that in the next 10 to 15 years many of the advanced industrial nations will be replacing their existing production technologies with new ones and when new ways of making things are diffused widely throughout an economy the impact is bound to be profound. At the moment, it looks very much as if these new production technologies utilizing robotics, cheap micro-processors and, as we were reminded recently in an ACARD report, biotechnologies will transform production as radically as did the steam engine, the electric motor and the internal combustion engine.

As with the other major transformations of production technology that have occurred in history, the current one is fraught with implications for Britain's long-term ability to create the wealth to provide its citizens with a standard of living at whatever level, but also in terms of the way in which work will be organized, scientists and engineers trained and new areas of knowledge opened up.

Further, because the world economy is an integrated system, Britain cannot but be affected by other countries' decisions and technological development. Crucial investment decisions will be taken during the next decade, especially in production technology where strategic scientific research and appropriate technical and managerial training must begin well before the required massive investment in capital goods if the latter is to be effective.

For Britain, especially at this time, the problems of policy of science and technology are particularly pressing, but the process of policy-making is fragmented and limited by the difficulties of interdepartmental coordination. It is here, in the complex set of interfaces between science, technology, industry and policy, that CATCH proposes to operate and to fill the gap that is at present a work going on in the universities in the area broadly defined as the study of technical change for example at Manchester, Sussex and more recently, Cambridge, some of it of very high quality, should provide an important resource for CATCH in terms of ideas, research programmes and, most crucially, manpower. But no less crucially, the necessary research and development have been resolved by government departments, there is still something missing. Too little of British research is concerned with science and technology policy, with the social and economic effects of technical change is carried out with a policy orientation. One reason for this is well known: most of the researchers have to work without any access to the policy context. To provide a base from which research into the problems of technical change can be carried out within a policy context is one of the principal objectives of CATCH.

As such, CATCH faces insuperable obstacles not least the separation of the two worlds of the policy and the technology. The policy world is externally produced by government departments, the technology world is internally produced by the foundations, principally the SRC have been trying to stimulate academic research in the area of technical change. The proposal for CATCH provides an opportunity to direct the inquiry towards a concrete policy, issues, and to bring the two worlds together, in a way that should have a profound impact on British industry.

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Figures in the cultural landscape

History and Human Nature: a philosophical review of European history and culture 1750-1850
by Robert C. Solomon
Harvester Wheatsheaf, £14.50
ISBN 0 85527 353 1

At the very outset, Professor Solomon makes it clear that his cultural survey is directed against what he calls "the transcendental pretence" or "the self-congratulatory pretence that we—the white middle classes of European descent—are the representatives of all humanity, and as nature is well, so its history must be one as well."

Far from having universal significance the history of his chosen period rests, in Professor Solomon's opinion, on an ideology or "a peculiarly philosophical logic of grand abstraction" which was determined for the most part by the bourgeoisie and tried to combine "secular individuality and universal principles of humanity, morality and reason." Behind this ideology lay the "arrogant assumption that such a humanism was valid for all mankind, whereas it is, in fact, 'an impressive but dated and dangerous way of thinking'." At the same time the author does not see this ideology in static terms but as developing and growing in a "dialectical" manner which "ultimately ensures 'the destruction of the transcendental pretence' by showing that human possibilities cannot be given permanent form and expression."

Professor Solomon's book seeks to give its readers a clear picture of certain outstanding peaks rather than a general survey of the cul-

tural landscape. He presents a series of "case-histories" drawn from different fields—literature, philosophy, art and music—to which are added two purely historical chapters dealing with the main events of the French Revolution and Napoleon's career.

The French Enlightenment is seen through the work of Voltaire and Rousseau, of which he gives a sensible if somewhat selective account, the few errors being mostly of biographical detail. The only work of Voltaire analysed in some detail is the *Philosophical Letters*, the later sections of the chapter concentrating on his opinions on reason and "natural rights"—that is, middle-class rights mistaken for natural human ones. Rousseau is treated primarily as the author of the *Discourse on the Origin and Basis of Inequality Among Men* and the *Social Contract*, works which betray the tensions of an "outsider" trying to reconcile the demands of individual independence and the equally strong desire for a harmonious community. To Voltaire and Rousseau are opposed Hume and de Sade, two relentless enemies of the Enlightenment's confidence in reason and nature.

Perhaps inevitably, the concentration on a few key figures results in a somewhat incomplete picture of the Enlightenment to which Rousseau was in many ways strongly opposed and the brief attempt to introduce the idea of the Enlightenment can scarcely do justice to its complexities. It would have been helpful to consider more fully the influence of Montesquieu and even though his work was finished by 1748, the *Encyclopédie* (only briefly

mentioned) and especially the remarkable achievements of its editor-in-chief, Denis Diderot. A broader survey would have shown more clearly that the belief in a permanent human nature—a survival of the classical rationalistic tradition of the Enlightenment—had to take increasing recognition of the relativism imposed on philosophical and moral ideas by the pressures of psychological, physical and historical reality.

After describing the main features of the French Revolution, the author deals with Kant's "Transcendental Revolution", which is interpreted, in spite of its radical changes in philosophical method and perspective, as an attempt to give universal justification to a conservative bourgeois outlook. Kant's change of contrast with Kant's Goethe (and especially his *Aurora*) whose strong emphasis on change, growth and development led him to put love above reason while seeking to effect an ultimate reconciliation of the achievement of a higher unity.

After a survey of Napoleon's career, Professor Solomon turns to painting and makes an extended comparison between David and Goya or "the good, the beautiful and the ugly." There is a lively characterisation of Kant's "Universal in Action" whose main achievement was to give historical expression to the development of humanity and the relationship between particular individuals and the "universal," the "transcendental pretence" being identified with the unifying concept of the "Solips" or "Solipsism" selected for analysis is

mentioned, whose genius seems to offer an interesting parallel to the "dialectical" dynamism of Hegel. Since Beethoven also strove to resolve the tensions involved in growth and struggle. Returning to painting, Professor Solomon finds the difference between Kant and Hegel repeated in the contrast between the "classical" Ingres and the "romantic" Delacroix. A brief account of Romanticism leads on to the concluding studies—the young Marx and Kierkegaard, two fierce opponents (each in his own way) of the spirit of the age, even the work of the author's selective approach to the period means that he does not discuss some important aspects of its cultural history: there is little, for example, about literary developments, such as the rise of the novel and the evolution of the theatre, or the development of the aesthetic ideas. The final impression is one of sharp contrasts rather than of the play of light and shade and this is reinforced by the constant criticism of the concept of human nature which, in Professor Solomon's view, never overcame the Marx and Kierkegaard. Nevertheless, this is a vigorously argued and stimulating book which brings to life some of the period's most significant representatives and it will certainly interest not only those readers who are concerned with this particular subject but also those who wish to ponder some of the deeper philosophical and cultural issues raised.

Ronald Grimley

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Gorgias

Plato: Gorgias
translated with notes by Terence Irwin
Clarendon Press: Oxford University Press, £8.50 and £4.95
ISBN 0 19 870874 4 and 870891 2

It is easy to understand why Plato's *Gorgias* has not always been a favourite with students. It is a exceedingly long. It opens with a question—"what is rhetoric?"—and then spends an inordinate amount of time developing a rather quaint classification of various "arts." The main ethical discussion is the heart of the dialogue, common to a number of strikingly feeble or fallacious arguments. Nevertheless, the *Gorgias* is one of the most important of the early middle dialogues, and full of philosophical interest.

The question posed about rhetoric is really a question about the nature and claims of all the activities in which success depends on winning popularity rather than on achieving the real good of the people affected. It is a question about politicians, advertisers, media men, about all who flatter or "image" the masses. The contrast that Socrates' classification of the arts is that between satisfying immediate or short-term desires and the well-being of the soul, central to any serious thinking about political philosophy, individual morality, or educational theory.

As for the major ethical theme which dominates the *Gorgias*, nobody can doubt the importance of the issue. How should one live? It is, as Socrates asserts, better to suffer wrong than to do it? What assumptions about human nature and the world underlie the diametrically opposed views of Socrates and Callicles? Callicles himself is one of the most vivid villains in the whole of Plato, so direct and violent and naïve that it is almost possible to forgive him for being Nietzsche in disguise. His conviction that it is natural and desirable for the strong to dominate the weak is a fact that we need to ponder as we think about the world under the microscope of modern science.

But this is not what Rorty himself is attempting to do. For if he were merely presenting a new philosophical system which did not tie in with the present one, there would be no reason for the "normal" philosophers to pay much attention to what he said; they have their own problems to solve, and a variety of accepted techniques by which to do this. His "deconstruction" does not rely on alien technicalities, but on the very language accepted by the normal philosophers themselves. A glance at his index reveals that there are more references to Davidson than there are to Derrida; to Frege than to Foucault; to Wittgenstein rather than to Heidegger. Here it should be remembered that one of the greatest practitioners of "deconstruction" in philosophy in recent times was the

Edifying philosophy

Philosophy and the Mirror of Nature
by Richard Rorty
Blackwell, £12.50
ISBN 0 631 12961 8

Professor Rorty has written a challenging book, one that demands close attention by all who work within what may be called "Anglo-Saxon" philosophy, for he is engaged in nothing else than the "deconstruction" of that philosophy. But such radical criticism has usually emerged from a different tradition, and the practitioners of philosophy in British and North American universities can normally dismiss such efforts as not really being philosophy at all. For what Rorty calls the "normal" philosophers, roughly those whose papers are published in the standard journals, do not consider Heidegger or Derrida as engaged in the same kind of activity as they are. It is not that they reject the arguments, but that they do not find in their writings anything that they can recognize as philosophical.

It is worth noting that the failure to recognize certain new movements in philosophy is a recurrent feature of the history of the subject. In the present century many idealists refused to see Moore and Russell as doing the same thing as they were, and not much later Russell failed to see the later work of Wittgenstein as having anything to do with philosophy. In such cases, as Rorty points out, we observe the same phenomenon that Kuhn has studied in so-called "scientific revolutions": the replacement of one mode of thought by another which is, in some sense, incommensurable with it.

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later Wittgenstein—indeed, perhaps the best way of gathering what is meant by the word is to look at the way he handles problems. Rorty's heroes are Wittgenstein, Heidegger and Devereux, whom he describes as philosophers whose aim is to "edify"—to help their readers, or society as a whole, break free from outworn vocabularies and attitudes, rather than to provide "grounding" for the intuitions and customs of the present.

These three were concerned to break the hold of certain patterns of thought, and they went about their task by directly confronting them. Rorty proceeds somewhat differently, for he struck by the way in which the followers of such revolutionary figures quickly convert their ideas into a new orthodoxy, close off a realm of discourse rather than opening it. Indeed, part of his target might be said to be the implicit rather than explicitly the oddity of the existence of a class of professional philosophers who see their main aim as the handing on of a tradition to a relatively small number of students and who are particularly concerned with the effect their activities might have on a wider public.

Although most would wish to emphasize the difference between their work and that of the natural scientists, the institutional way it is carried on is similar, as are the beliefs about the possibility of it being understood by the educated public.

The root metaphor that makes all this possible is indicated by the title of the book: the idea of the mind as a mirror whose representations are "capable of being studied by pure, non-empirical methods." This metaphor has two effects: it makes the study of the mind an activity which is in some sense "scientific" and it makes the study of the mind an activity which is in some sense "philosophical." Rorty's aim is to show that the mirror metaphor is a false reflection in the mirror, an "epistemology" or the discovery of the foundations of knowledge. The point is that this was the aim justified by the importance of the study, enabling philosophy to claim the title of the "Queen of the Sciences." At the same time it made possible a rival discipline, psychology, and a range of other sciences which were seen as the two. 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BOOKS

The ambiguity of names

Naming and Necessity
by Saul A. Kripke
Blackwell, £7.95
ISBN 0 631 10151 9

Saul Kripke's brilliant and very influential article, "Naming and Necessity", appeared in 1972 in *Semantics of Natural Language* (edited by Davidson and Harman), having been transcribed from a series of unscripted lectures delivered at Princeton University in 1970. Now we have the record of those lectures in book form, accompanied by a new preface, in which the author dates the origin of his ideas from 1963-64.

As Kripke anticipates, those acquainted with the original article will be disappointed by the present publication, for the text is virtually unaltered and the preface is mainly given over to repeating points already contained in the earlier work for the benefit of readers for whom they were not crystal clear. It is not that Kripke thinks there are no genuine objections to take up—he admits to certain "substantive problems with the monograph"—but we are not told what these problems are, nor which passages he would (if he could) revise or expand. Indeed, he invites readers to judge for themselves which criticisms of his views are frivolous and which serious. It would have been interesting to know Kripke's own assessment of some of the many queries that have been raised over the past decade.

The concept of rigid designation is the main topic dealt with in the preface. Kripke begins by distinguishing the necessity of the identity relation from the idea of a rigidly designating expression (one which designates the same object in every possible world), and this in turn from the thesis that certain expressions of natural language—notably proper names—are rigid designators. He then devotes several pages to dismissing the obviously misguided objection that names cannot be rigid because they are ambiguous; the answer is that the question of rigidity makes sense only relative to a given disambiguation of the sentence at issue. A "trickier" question concerns the relation

between the scope of designators in modal contexts and their rigidity. Here Kripke's reply is that who would interpret the latter notion in terms of the former is that the scope ambiguities alleged to attend names are spurious, since the small scope reading of the name is simply unavailable—and anyway the notion of rigidity applies in the case of simple sentences free of modal operators. Less satisfactory are his brief remarks on the semantic difference between the rigidity of names and the rigidity of definite descriptions which express individual essences, for example, "the smallest prime". To mark the difference he introduces a distinction between rigidity *de jure* where the designator is "stipulated" to refer to a certain object, and rigidity *de facto* where it is just "happens" that the referent uniquely satisfies the description in every possible world. This way of drawing the distinction certainly answers to an intuitive impartialism between the two ways of referring rigidly, but clearly more needs to be said in explanation of the semantic difference.

Readers of the original article may well have come away with the impression that Kripke does not believe in the independent reality of possible worlds. In the preface he is anxious to remove the impression: he makes it clear that he wishes to take these entities perfectly seriously, at least on a certain innocuous understanding of them. A "possible world" is just an abstract state the world might have been in, to be compared with the alternative ways a pair of dice might fall (i.e. with the "sample space") of probability theory. What is not entirely clear from Kripke's informal discussion is how precisely these possible states are to be conceived. Certainly the semantic interpretation of modal discourse will not on this construal of the domain of possible worlds, much resemble (save formally) the kinds of model-theoretic structures standardly invoked for the interpretation of tense logics or quantifiers generally. Perhaps the best (indeed the only) way to take this talk of possible states is to identify them with consistent sets of sentences or propositions; but there is nothing in Kripke's remarks to suggest that he regards his own view of this conception of possible worlds as equivalent.

lent. No doubt we will have to wait for Kripke's promised (or hoped for) elaboration of these remarks to have the matter clarified.

Turning to the main text, let me identify some of the issues on which it would have been good to have Kripke's opinion. First, throughout *Naming and Necessity* Kripke makes heavy use of the notion of a *priori* knowledge without making any serious attempt to define that problematic notion. Requesting such a definition is not mere pedantry, for one of Kripke's more startling claims is that there are cases of contingent *a priori* truth; and it is conceivable that a broader look at the general notion of *a priori* knowledge will reveal Kripke's examples not to have that epistemic status. Indeed, the knowledge one acquires as a result of fixing the reference of a name seems to be based upon knowledge of one's own (linguistic) intentions, and so qualifies as a species of *a priori* knowledge, which should be classified as *a posteriori*. And it is noteworthy that in the preface Kripke prefers, neutrally, to characterize the knowledge a reference-stipulator possesses as acquired "in virtue of his very linguistic act"; it is clear, however, that much knowledge so acquired (for example, my knowledge that I am speaking) is *a posteriori*.

Secondly, Kripke's so-called "causal theory" of reference still hovers rather uncertainly between a theory of how words latch onto the world and an insistence on the social character of names and certain other expressions. The latter interpretation probably best represents his considered view, but then there is the question how radically he diverges from the Fregean tradition he officially rejects. Does he not advocate simply a Fregean theory of community reference? The coefficient of confusion surrounding this topic might have been appreciably reduced had Kripke addressed himself to this question.

Thirdly, the Kripkean doctrine that has provoked the hottest debate is perhaps that of essentialism. Kripke does make very compelling appeal to our intuitions about what is essential and what accidental to a thing's identity, but we cannot rest content with such appeal; something must be said about why philosophers have always found the idea of objective necessity so profoundly repellent. And about what has to be done to render the idea finally acceptable. Kripke's contribution to this longstanding issue is really just the first stage of what ought to develop into a sustained philosophical inquiry into the metaphysics and epistemology of modality.

But the least complete and most contentious part of Kripke's discussion is the endeavour to revive Cartesian arguments against various forms of materialism. There have been several attempts to rebut Kripke's "challenging" arguments against identity theories of mind and body, none of which seems to have made an impact on his attitude towards those arguments. However, in one of his very rare acknowledgements of the existence of one such objection to his claims, namely that there is no authentic generalization of his argument against identifying mental and physical properties to theories which identify only mental and physical particulars. About this line of objection Kripke makes the blunt and unhelpful remark, "The argument against token-token identification [in the text does apply to these views]. Exactly how the argument applies to token-token identification is left to the reader to work out for himself, if he can."

Despite the intense critical attention "Naming and Necessity" has enjoyed, it still stands up as an impressive and enduring work of philosophy, outstanding in its clarity, clarity and penetration. For those who reason one cannot but regret that its author has not taken the opportunity afforded by this republication to fill out and fortify his treatment of its various topics.

Colin McGinn

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Theories of justice

Judging Justice: an introduction to contemporary political philosophy
by Philip Pettit
Routledge & Kegan Paul, £8.50 and £4.50
ISBN 0 7100 0563 6 and 0571 7

Philip Pettit's main purpose in this book is to introduce and criticize three theories of justice, those of Robert Nozick, the utilitarians, and John Rawls. But because all three theories presuppose some form of individualism, he begins with a discussion of individualism as a basis for political philosophy. He himself is inclined to go along with individualism, though he has some qualified sympathy with an alternative to it which he calls consensualism and which he finds in the neo-Marxist view of Jürgen Habermas. Professor Pettit then turns to two of the three theories of justice, each of which he regards as a general type which might be held by any of a number of thinkers. He accordingly gives each of them a general label, proprietarian, utilitarian, contractarian. He discusses the utilitarian position with reference to two of its chief exponents, Bentham and J. S. Mill, and it is of course clear that a broadly similar view has been taken by many other people. Is the same thing true of Pettit's first and third theories? In each case he considers a single exponent, Nozick for the first and Rawls for the third. Are these two philosophers representative of general types, as Pettit suggests?

Rawls is not. His theory of justice is an individual one, designed as an alternative to utilitarianism, which had previously attracted him. Rawls's theory can certainly be described as contractarian because its most distinctive feature is a novel use of the notion of a social contract. But that does not make it representative of a general type. A social contract has traditionally been used for the purpose of explaining why citizens have a moral obligation to obey the laws of the state. Rawls invents a sophisticated version of the idea for the quite different purpose of reaching an

impartial view of distributive justice.

Nozick's theory of justice is also individual, though in content rather than method. His general political theory is a deliberate revival of ideas in Locke, but this is not true of his view of justice, if only because Locke has very little to say about the specific concept of justice. However, Professor Pettit's discussion of Nozick is in fact about the general political theory, which it can properly treat as an example of a type. It says hardly anything about Nozick's view of justice.

With utilitarianism, too, Professor Pettit conducts his discussion in curiously wide terms. He does not deal with the special interpretation of justice given by utilitarianism, whose leading theorists rightly saw in the concept of justice a particular obstacle to their general theory. Pettit's account of J. S. Mill fastens upon the first three paragraphs in chapter four of *Utilitarianism*, where Mill is commonly supposed to have perpetrated a couple of logical howlers in beginning a proof of the principle of utility, but says not a word about the following chapter in which Mill deals specifically with the concept of justice.

So Professor Pettit's book does not really contain all that much about justice. Like other scholars, he has been stimulated by Rawls and Nozick, and he knows that each of them is a critic of utilitarianism. In his introduction Professor Pettit says, with engaging modesty, that many of his students have helped him "in criticism, in encouragement and, it must be admitted, in incomprehension." Undergraduate readers will feel some sympathy with the last remark. The book is evidently intended for them but the manner of presentation is often unnecessarily abstract for that purpose.

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Action without belief

Doubt and Dogmatism: studies in philosophical scepticism
edited by Malcolm Schofield, Myles Burnyeat and Jonathan Barnes
Clarendon Press: Oxford University Press, £12.50
ISBN 0 19 824601 3

Two practices that were less common before the war have greatly increased the study of ancient philosophy. Comparatively neglected areas have been explored with the hope of getting the intention of finding arguments and positions which would be recognizable in twentieth-century philosophy. Secondly, controversy and debate have been organized in which the problems suggested by the texts are to be identified, but in which also the aim is philosophical and not merely historical understanding, and their success, it need hardly be said, is measured by the extent to which they provide stimulating rather than definitive answers to questions—or just questions—from which interested people can carry on.

This volume is an admirable product of both practices. The Hellenistic period, covering roughly the last three centuries BC, is still relatively unfamiliar to many among the three "schools" which represent it apart from Platonists and Aristotelians, the logic of the Stoics and the epistemology of the Sceptics and the existing literature on Sextus Empiricus, a major source for the Stoic-Sceptic controversy, is minimal, and the contribution of new Epicurean papers has not yet been estimated.

The papers in the book are the outcome of a recent conference which was all the more profitable for restricting itself to one of the topics of the period, epistemology, and many of the authors are professional teachers of modern philosophy as well as classical scholars.

The first paper can in fact interest philosophers to whom Sextus Empiricus is but a name in history. It takes up Hume's com-

plaint that if the Pyrrhonian preaching were consistently practiced, that is to say if everyone refused to assent to any belief whatever, man would remain in a total lethargy. Burnyeat understands (not everyone does) Sextus's programme of "living according to the appearances" as one of acting on whatever seems to be the case and so as one of acting without belief, and therefore of escaping the total lethargy. I don't think this will do. "Acting as if so and so" is equivalent to "acting as if so and so were true" and once we have that belief, or at least belief in the notion of truth is or is not, surely can't be kept out. Burnyeat, I think, agrees, but what he doesn't deal with is this. The Sceptics in common with all the Hellenistic schools thought that the philosophical test of any programme for living was that it should produce a tranquil life; but should produce a tranquil life, even if one were able to suspend belief about what is good and what is bad, what appears to happen to be one may still appear to be thoroughly unpleasant.

Another defence of action without belief occurs in a paper by Gisela Striker which shows Sceptics explaining exactly where Burnyeat goes wrong in his argument. Striker considers the proposition "Mary turned on the light". All three agree that this is true only if there are (1) some appropriate internal events which cause (2) a movement of Mary's body which causes (3) the light's going on. Burnyeat's view about what makes an action-proposition true takes a quite standard form. Dismissed: what we ask of the events mentioned is that they make a choice, she has some elegant argument for her view. But the suspicion is liable to remain that the issue, despite

A. C. Lloyd

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BOOKS

Left to fate

Necessity, Cause and Blame: perspectives on Aristotle's theory
by Richard Sorabji
Duckworth, £24.00
ISBN 0 7156 1372 3

The feeling of fated doom lies heavy on the literature and early thought of the Greeks; we know that Troy and Achilles alike are doomed before we are a quarter of the way through the *Iliad*, and as Aeschylus's play unfolds we realize that Agamemnon's death was inevitable before the action started. Yet fully-fledged determinist theories were rare in the history of Greek philosophy. Plato and Aristotle seem committed to explanation in terms of purpose rather than of necessity; and even the determinism of the Stoics, if it is rightly so called, is qualified by a belief in the possibility of a kind of moral freedom.

In his introduction, Mr Sorabji describes his book as centring on Aristotle's treatment of determinism and culpability. The first part of the work is devoted to the relation between causation and necessity; he argues—controversially but probably rightly—that it is not always the case for Aristotle that what is caused is necessitated; and while he concedes that Aristotle's account of causation is by no means especially his account of the "efficient" cause—is incomplete, he commends him for keeping causation separate from necessitation and from the operation of laws of exceptionless nature, but while he gives no support to the view that Aristotle was determinist Sorabji insists that Aristotle's conception of purpose in nature has too often been misinterpreted as altogether excluding the operation of necessitating causes.

In his concluding section Sorabji argues against those who have seen Aristotle's theory of action as entailing a determinist thesis of whose implications he was unaware, that Aristotle was well aware of determinist theories, and that his insistence (against Plato) that wrongdoing was, or could be, deliberate rested on a clear view that certain things were within man's power, or up to them. At the same time he defends Aristotle against the charge that his view of what excused apparent wrongdoing was harsh and restrictive; much of the apparent harsh-

ness, he maintains, is due to the fact that the *Nicomachean Ethics* (or its later parts) was intended to specify what could be embodied in written law, whose insensitivities to particular situations could be softened by the judicial exercise of equity.

Mr Sorabji writes with clarity and accuracy, yet it cannot be pretended that the book is easy reading; he is writing of one of the most acute and least doctrinaire of philosophers who always forbore to impose a spurious unity on the complex material with which he was confronted; this quality Sorabji himself mirrors, and what we have is a masterly survey of Aristotle's treatment which shows us all its incoherences of detail while faithfully representing the main lines of Aristotelian thought. The book also ranges widely over ancient controversies both before and after Aristotle's time. There is a particularly helpful chapter on "Stoic embarrassment over Necessity", and an absorbing examination of what seems to have been the most thoroughgoing determinist argument of antiquity, the so-called Master argument of Diodorus Cronus.

The incisiveness of the discussion is sharpened by the constant relation of Aristotle's arguments to current philosophical controversies. Modern theories of relativism are discussed for the light they throw on determinist theory; Aristotle's teleology is illuminatingly compared with the teleology of evolutionary biologists; and one of Sorabji's most original contributions is his own solution to the problem raised in chapter nine of the *De Interpretatione*—does the fact that there is a true statement that can be made today about tomorrow's events mean that those events are predetermined? The two theses which come through most clearly are Sorabji's own belief, first, that the arguments for determinism are not fully cogent, and second, that a belief in determinism is not compatible with many both ancient and modern human thoughts—with a belief in human responsibility. This is a powerful and stimulating work of scholarship.

John Creed

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Internal actions

Actions
by Jennifer Hornsby
Routledge & Kegan Paul, £7.50 and £3.50
ISBN 0 7100 0451 6 and 0452 4

If I smash a glass, then (it seems natural to say) my action is an event which causes the glass to smash. Can we similarly say that, if I raise my arm, my action is an event which causes my arm to rise? Well, this would imply that my action is some event occurring within my body; and that implication looks highly可疑.

In her crisply argued book, Jennifer Hornsby endeavours to overcome our resistance and show that, indeed, all actions occur inside the body. The air of wild paradox here can perhaps be dispelled by explaining exactly where Hornsby's argument differs from Descartes' or Thales'. Consider the proposition "Mary turned on the light". All three agree that this is true only if there are (1) some appropriate internal events which cause (2) a movement of Mary's body which causes (3) the light's going on. Hornsby's view about what makes an action-proposition true takes a quite standard form. Dismissed: what we ask of the events mentioned is that they make a choice, she has some elegant argument for her view. But the suspicion is liable to remain that the issue, despite

her claims, is not a genuine one, and that the agreed schematic account of the truth-conditions of action-propositions does not need this sort of augmentation.

Hornsby goes on to argue that the type (1) event which must occur for an action-proposition to be true is always a "trying".

If I pick up a coin, for example, must I have tried? It would almost be odd to say so, but Hornsby claims that it would not be false. She offers the following sort of argument. Suppose you have placed a coin in my path, wrongly believing it stuck securely to the floor. As I reach down and effortlessly pocket the coin, you remark "I was right about one thing; I knew he would try to pick it up." If your remark is true, it follows that in this case I did indeed try (and some plausible additional assumptions lead to a more general conclusion). The snag is that Hornsby's reply that your envisaged remark is literally false, and turn the tables by giving a Gricean explanation of why we hear it as saying something true.

There are further worries about the notion of trying which I cannot expand on here. Nor have I space to examine Jennifer Hornsby's very useful discussion of "agent causality". Suffice it to say that for anyone concerned with the theory of action, this book is required reading.

Peter Smith

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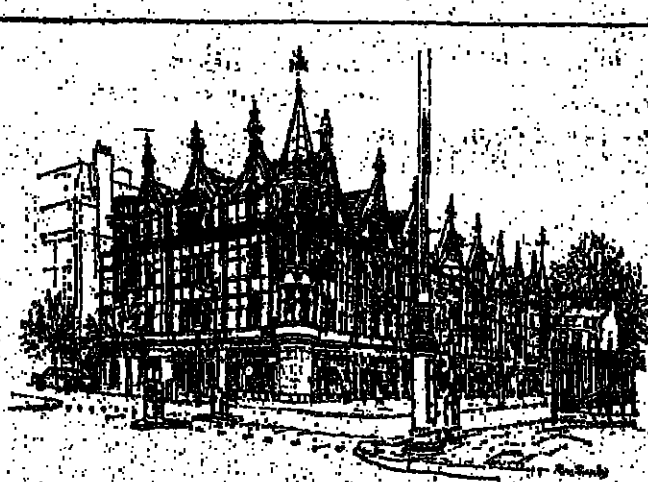
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PHILOSOPHY
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BOOKS
Explaining the universe

Aquinas
by Anthony Kenny
Oxford University Press, £3.50 and £9.95
ISBN 0 19 287501 9 and 287500 0

The Cosmological Argument from Plato to Leibniz
by William Lane Craig
Macmillan, £15.00
ISBN 0 333 27467 9

Dr Kenny's short book on Aquinas is a contribution to the new Past Masters series issued by the Oxford University Press. It is a formidable task, to try to give a useful assessment of Aquinas's work in a short book. Kenny succeeds by taking Aquinas seriously as an important philosopher in his own right and independently of the elaborate theological context in which his ideas were developed.

The book is in three chapters, the first of which deals with St Thomas's life and writings, the second with some principal questions of his metaphysics and the last with his philosophy of mind. This involves omitting any serious treatment of the topics for which Aquinas is better known—his proofs of the existence of God, for example, and his moral theory. Kenny himself has effectively disposed of the former in his book, *The Five Ways*, which was published in 1969.

that if a certain critic accused him of trying to undermine reason, the accusation would not be false. Dr Craig's book is an historical survey of the various versions of the "cosmological argument" developed over two thousand years from Plato to Leibniz. This is a valuable historical essay which supplements his earlier book *The Kalām Cosmological Argument*. (Chapter 3 of the present book which deals with Islamic thought forms an introduction to Dr Craig's earlier book.)

It may well be that Dr Craig is right in making this division. Certainly it is true that very varied arguments have been made under the label "cosmological". But the difficulty lies in understanding exactly what the differences are between the three principles of determination, causality, and sufficient reason. A very modest acquaintance with the philosophy of science teaches us that it is very hard to put any so-called principle of causality into a form which is explicit, clear and generally accep-

And the alleged "principles" of determination and causality are reason are surely an even worse case. (We can, at least, offer un- equivocal instances or causes in nature.)

Such histories have also helped in undermining C. D. Broad's acid conclusion that old philosophies never die; they just go to America to begin a new life. American colonial theology (excluded from this collection as pre-national),

D. J. O'CONNOR
D. J. O'Connor is professor emeritus of philosophy at the University of Exeter.

BOOKS
Philosophical heritage

Two Centuries of Philosophy in America
edited by Peter Caws
Blackwell, £15.00
ISBN 0 631 11781 4

For a weekend in October, 1976 the Biltmore Hotel in New York looked like the set for Tom Stoppard's *Professional Foul* an international cast of professional philosophers took over every meeting room in the deceptively large hotel and rubbed shoulders in the elevators, not with the England Football Team, but with representatives of the United Mineworkers and a national black fraternity who spent most of the weekend in exotic dress.

The occasion was the Bicentennial Symposium of Philosophy and the declared topic "Philosophy in the Life of a Nation". Here, almost four years later, Peter Caws and his editorial committee have published 32 of the approximately one hundred papers presented.

Dr Watson is principal lecturer in humanities at Crewe and Alsager College of Higher Education.

pragmatism, and recent developments in the semantics of natural language give an effective tie to such patronizing European notions. The question of identity is taken up in the central and most useful section of the book, a series of essays gathered under the title "The American Philosophical Experience". John E. Smith provides a lively gloss on this *The Spirit of American Philosophy* (1963), proposing the categories of "receptivity, change and relevance" as indicative of peculiarly American interests and approaches. Timothy Sprigge concentrates on the "noble" episode of philosophy in late nineteenth and early twentieth-century Harvard, identifying a series of issues (such as the doctrines of the "specious present" and of the "flow of experience") which exercised the philosophers of America's "golden age".

David Watson

At any conference of this size the problems of variable length and level of papers are considerable—we have here a contribution to a *Festschrift*, reports on PhD dissertations, pulchre volumes of books, restatements of theses for which their authors are already notorious, as well as some original contributions to research—and to expect a coherent and balanced volume may be unreasonable.

Dr Watson is principal lecturer in humanities at Crewe and Alsager College of Higher Education.

Worldviews and ideals

The Nature of Philosophy
by John Kekes
Blackwell, £9.50
ISBN 0 631 17440 0

John Kekes's aim is to give us a somewhat prescriptive picture of what philosophy is, one that without being too different from the actual practice of the subject will also describe a function which by its nature it ought to serve.

David Charles
David Charles is a fellow of Oriel College, Oxford.

are equally fundamental uncertainties surrounding his use of "ideal", "problem", "meaning" and so on. I cannot really say I know what his theory about philosophy is. I don't know, either, what Kekes thinks an account of philosophy should do. People who produce what philosophy is, and what they're about, and even less what they're capable of, are capable of also describe a function which by its nature it ought to serve.

philosophical theories in their historical contexts can be understood the conditions under which it is reasonable to believe them. The argument for this is however such a mass of apparent confusions, about truth, justification and knowledge, that I cannot tell what is going on.

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Universities continued

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Laurie Taylor



* Next on my list is candidate 839. No real problem here, I think. Four questions: All completed. Sloppy writing, mind you, and Sartre misquoting. All the way through, but overall I thought a solid looking answer. Perhaps just above the average in this class, although certainly not the type of work you'd associate with a borderline upper. So 57 seemed just about right. What did you make of it?

* Yes, I'll go along with that although I've got 55 myself. Right in the middle of the lower. That first question seemed very thirdish to me. You know, not track-back, but sort of round about the 48 mark, whereas questions two and three I found more 54-ish than 57. But overall I'd agree with the 52-22. Perhaps 56, though, as it's clear to the examiners' board that there was no question of this one being ruined.

* Oh quite. No question of this one being raised. Now candidate 666. I found this very jumbled. My notes say "very jumbled—lacks overall coherence—little sign of organization—no evidence of planning—somehow repetitive phrasing." So I went for nothing more than a compensable pass: 37 to be exact.

* This is 666?

* Yes.

* Well I must say I've taken a rather more charitable view here. I agree about the lack of organization, but there seemed to be some attempt to be original, some sign of getting away from the standard material. Even a little imagination.

* What have you got then?

* Pardon?

* What mark have you got?

* Bauld... well I've put down 86—although with a question mark after it—so obviously I'm prepared to move it.

* Quite a gap. But at least we both seem to agree on a pass.

* Oh yes. Do you think perhaps we ought to send this one? Let the external have a look?

* The man doesn't know his area from his elbow. Half passed most of the time. Never looks at a single line, just randomly takes and chatters on about it being another good year. No, I think we can sort this one out ourselves. What did you feel was first class about it?

* Well, as I say, I've a question mark, but one or two bits did seem well done. There's the stuff, for example, in the essay on hierarchy.

* Experience has shown that by rationalizing and socializing the productive side of society we do not necessarily transform the reproductive side.

* Yes. That does have a lowerish ring. I'd be quite happy on that basis to come up to 52-53 if that's all right. Actually, what is the change? Doesn't make any difference of course. Anonymity and all that.

* I think from the writing it must be Deborah Quest. You know, tall, fair hair. Father died just before finals.

* Oh yes. Well how about 57? That's shifted it up a couple of classes from my side, but I don't sure I'd be prepared to go much further.

* Yes that sounds about right. As I say, I had a question mark by my original mark, and I was quite prepared to move it.

* Right, that's 57 then. I must say as a relief to reconcile with you. Last year I got stuck with Odgers. Honestly, the way he clung on to his marks. Could have thought someone's future depended on it.

LETTERS TO THE EDITOR

Lancaster closures fail to recognise national interests

Sir,—Nasio Crequer's account of the proposal to close four departments at the University of Lancaster makes gloomy reading. As a Balkanist I was particularly alarmed to read of the threat to the department of central and south-east European studies. As the Reynolds committee noted "there are few other centres in the country, and none better established except the school of Slavonic and East European studies" of the University of London, yet, at this late stage in the history of the modern history of south-east Europe, for a number of reasons, under threat. At no time since the end of the war has the academic study of the countries of south-east Europe been more vital in the national interest. Yet there is a risk that the large areas of the academic study of the region will be abandoned at two of the major university centres in this country.

It may be, although I profoundly hope not, that this country is so impoverished and inward looking that it can no longer afford to support such studies. But I should feel happier if the decision to abandon them were taken by some kind of revived Naylor committee, charged with determining where the national, rather than merely institutional, interest in these studies lay. At the moment economic constraints and a failure to appreciate the national importance of such studies may lead to the destruction of a tradition of academic study that, once abandoned, will be difficult to revive.

RICHARD CLOGG
King's College and School of Slavonic and East European Studies, University of London.

Examiners protest

Sir,—We were distressed to hear of the proposal by a special committee of governors of the North East London Polytechnic (NELP) to discontinue the HSC applied economics course and to close one department, the department of applied economics. We have been associated with the department of applied economics at NELP as external examiners, as individual members of visiting parties of the economics board of the CNA (which recommended the approval and then the reapproval of the course) or professionally through the Association of Polytechnic Teachers in Economics. We would like to express our shock at this unwarranted proposal.

The closure of a very thriving course, with intakes always in excess of 50 (and with a rising number of applications) would constitute a serious loss to NELP and economics education nationally. The course itself has many unique features, and the proposed action would mean that some highly interesting, innovative and distinctive approach to economics will be most regretably ended. The department (comprising some 18 members of teaching staff) enjoys a good professional reputation and its standing has certainly increased over the years. Graduates from the course do not appear to have had any particular difficulty in finding employment and a creditable number obtain places on masters courses and some proceed to doctorates.

It is thus difficult to find much justification for the proposal in

World conflict

Sir,—In an article otherwise memorable, largely for its Dr Strangelove qualities, Professor Rowthorn (21.6.80) asks "what is the point of it?" and "what is the point of it?"

He criticises economists for underestimating the fundamental effects of the shift in terms of trade of the advanced industrialized countries in the early 1970s, occasioned especially by economic relations with the Third World. He is, however, responsible for greatly increased inflation, cuts in real wages and, indeed, for ending the boom of the previous two decades.

His answer to this crisis of the western world lies largely in a re-orientation of economic relations towards reestablishing western economic ascendancy through appropriate investment in a variety of energy sectors.

I would suggest that both the quantity and quality of the world's resources are being depleted. The world's capacity to meet its future energy requirements but it will be well nigh impossible to control other resources supplies without a high level of military activity. Admittedly, this is not a very pleasant prospect, but it is a reality.

Yours faithfully,
DR. PAUL ROGERS,
Senior Lecturer in Peace Studies,
University of Bradford.

Sir,—If your report on the proposed closure of the centre for North-West regional studies at Lancaster University is accurate, then this represents a severe blow to local and regional historical studies in the United Kingdom. With the exception of the mainly postgraduate work at the University of Leicester and the multi-disciplinary work at East Anglia, there has been very little real focus in this country for the systematic development of regional historical work.

In the field, Lancaster has been exemplary with its personal and financial resources which have been committed to it. By comparison with Europe and America, regional studies in this country are in their infancy, and they are relatively low priority in the university's development. It is not only the commitment and enthusiasm and represent one way in which the professional skills of university scholarship can be harnessed with local amateur input to make a genuine approach to historical understanding.

The work at Lancaster, under the leadership of its retiring director, Dr John Marshall, has represented a major contribution to such developments. Why is it that bodies running at relatively low cost when compared with other areas in universities should also be regarded as low priority when their future is being discussed? If the Lancaster centre is closed, then a major venture will have been lost and it is unlikely that such an initiative can be repeated in the next decade.

JOHN R. LOVERSON
Editor, *Southern History* and
Lecturer in History in the Centre for Continuing Education,
University of Sussex.

terms of student demand, calibre of staff, standard of the course, quality and employability of graduates, or "efficiency" of the course (we understand that the present student/staff ratio for the course is higher than the average for NELP).

We fully appreciate that NELP faces some very serious financial problems, but since the criteria used to arrive at the closure proposal have not been made public we would maintain that they appear to be other than ones which would be seriously considering a course of action which would bring about a grave loss of its reputation and we sincerely hope that a consideration of the closure proposal would proceed on the basis of proper educational criteria, not shock at this unwarranted proposal.

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Sir,—The interest of *THE* in the report, "A Strategy for the 1980s", which is to be discussed by the Senate of the University of Lancaster is gratifying. Perhaps the extravagance of the heading to the recent article (May 30) prevented consideration of some of the more positive parts of the report which seeks as its purpose to enable the university to maintain itself as a creative and vigorous institution.

The positive application of the criteria used to identify academic strength gave clear grounds for satisfaction with the level of attainment across the university. In particular the departments of German and Italian studies, although small, have been remarkably successful and are expected to continue to be so. With the much larger department of French studies it may be thought the University of Lancaster is well served by these "language" departments.

The report does not claim any originality in noting the continuing and progressive withdrawal of funds for overseas students over the years to 1983-84, or for reminding its readers that the student age group begins to fall in 1983-84. Unfortunately, these are matters which will afflict all United Kingdom universities; although a change in policy could modify the first, the second is beyond the control even of government.

Yours faithfully,
K. J. MORGAN,
Pro-Vice-Chancellor,
University of Lancaster.

Movement's limits

Sir,—It is probably useless to resist the tabloid literary history steamroller, but I am sorry to see Professor Lodge fuelling it up in his review of Blake Morrison's book *1973*. Since my submission several times there, may I have space to say that expressions like "founder-members of the Movement", "Movementeer" and "rolling a small, tightly packed snowball" are not only misleading but also, in my own case, but more generally.

The nine contributors to *New Lines* of 1956 did not constitute a "movement". Three or four of them may have done so, but the rest of them, I declined to contribute to it. I said that because my own position was misrepresented, and harmed, by such alleged "allegiance"; and was assured by Conquest that this refusal would be mentioned in his preface, but that was not done.

It is not for me to advertise how my name and reputation in book form since 1960 squares with Professor Lodge's "increasingly absorbed by purely academic concerns" but his options, one "concerns" oneself like that, or with the wider stage of literary politics, is not for me to comment. May I add that Aberdeen is, and was when in 1949 I opted to leave my Fellowship in Oxford and go there, absolutely other than a "redbrick" university?

Yours faithfully,
JOHN HOLLOWAY,
Queen's College, Cambridge.

Shaba two years ago owed more to the need to safeguard cobalt supplies than to rescue the Europeans in Kolwezi, and the west's policies towards Southern Africa relate more to that region's resources than to its people.

From Third World perspective, the industrialized countries of the north have already had the "pickings" of the world's resources, and the most easily available reserves of oil, copper, bauxite and many other commodities have never been available for the people of the Third World and their descendants. This alone is an immensely powerful inducement towards increasing north-south conflict.

Professor Rowthorn looks mainly at East-West relations. In the longer term of the next couple of decades, though, the world's most valuable element may yield the greater potential for conflict.

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The case for student loan

Sir,—The article "Why Indian gifts should be suspected" (June 6) is typical of the kind of subjective, politically-biased thinking which has bedevilled the student loan debate. There are many aspects to be considered, but I will deal only with those mentioned in the article.

Why advocates of a scheme on the lines suggested, now running successfully in at least 14 other countries, should ever be considered eccentric seems to me eccentric in itself. The loss of some of the loan money through emigration is hardly a "fundamental drawback", as the present grant system means that the brain drain represents a total loss to the economy. Also there are ways of dealing with it—the Dutch simply refuse to renew the passports of non-payers.

How much money would be saved in the early years? If the commercial banks were the lenders (which was mentioned in the article published on May 23), the only saving would be the (presumed) payment of interest during the student's years of study and this could be recovered along with the loan.

The redistribution of the economic benefits (if any) is not a question which directly concerns the desirability of the loan scheme. The Government is not under any obligation to redistribute these non-existent benefits since they would not be taking anything out of education to fund the loans.

The old "working class/feared student participation" argument is devoid of Robbing, of, has been shown from experience in other countries to be unproven, whereas working class participation in the United Kingdom has steadily declined under a grants scheme (from 27 per cent in 1969 to 21 per cent in 1977; UGC figures).

Could it be that grants, which are decreasing in real spending power, can only be supplemented by the children of more highly-paid parents?

The 16 to 18 barrier to higher education (no grants, no wages) needs attention. Any extra money released by the loan scheme would be far better spent here on equity grounds. For reference to female participation rates see Finland where they have the highest female participation rate and the biggest reliance on loans.

With these factors, together with a graduate tax scheme (which seems to be the reason why male middle-class domination should increase), lifetime wealth of graduates supported initially by the relatively poor is not a "theoretical policy" in view of the movement towards indirect taxation.

Finally, as a working class female postgraduate student, with no grant, I would say: thank you for your concern but a Government loan for my course would have been more welcome.

RUTH BAILLIE,
University of Wales.

PHD proposals

Sir,—If the Senate of London University approve the LSE economic department proposal for a part-time, course-based PhD (*THE*), I will then I fear two likely unintended (surely?) consequences of an evaluation of the PhD as a whole, original and significant contribution to a field of knowledge, but extending itself further than the "Study" itself, and it will curtail existing taught masters courses, many of which are based on research, small-scale research incorporating a dissertation element, projects or a dissertation element.

Courses for honours perhaps, but I would rather run wide.

Yours faithfully,
GEOFF ELLIOTT,
PHD student, department of sociology, London School of Economics.

Letters for publication should be as short as possible and should be sent to the editor, not to the publisher. The editor reserves the right to edit and to refuse to publish any material.

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Academics and Government

The relationship between higher education and the world of public affairs has many sides. The first is that explored by Lord Balogh on page 11, the first in a series of articles by senior academics who have been brought in by Governments of both parties, to advise them on policy. This practice has become more common since Sir Harold Wilson's first Government in 1964.

Senior academics because of their range of contacts, experience and skills, have been the predominant beneficiaries of this new development which, although it still falls far short of a cabinet system on the French or EEC model which Lord Balogh recommended, is certainly tending in that direction. The experience at the sharp end of politics no doubt brings equal benefits to both parties. On the one hand political scientists or specialists in social administration or economists can gain from their encounter with the government, and on the other hand the government can gain from the irrationally and constraints of political life and the complexity of collective human behaviour which these reflect. Such insights are clearly important to the healthy development of some academic disciplines, particularly in the human and social sciences. On the other hand the presence of academics in Whitehall can help to educate politicians, who inevitably tend to concentrate on the more dramatic aspects of public affairs, to adopt a more sophisticated and longer-term view of the issues with which they struggle. More important, perhaps, their presence can help to open up the Civil Service to new ideas which its traditional conservatism would tend to reject.

Certainly this new and more political involvement of academics in

government has a dynamic and creative quality which the second and more traditional aspect of this relationship appears to lack. This is the large-scale participation of academics in royal commissions, advisory committees, statutory boards—indeed the quinquagony to which Mrs Thatcher (and Mr Benn?) are so instinctively opposed, as no one can criticise or object to the widespread use of academics as specialists, particularly scientists and engineers, on the multitude of advisory groups which a technologically advanced society requires.

However, it is possible to question how positive a role in government is played by the academic "good and the great". Often royal and lesser commissions are either clear attempts by politicians to pigeon-hole problems (which occasionally, of course, create new and worse problems as with Kilbrandon and Clegg), or manoeuvres by officials to have the conventional wisdom underwritten by some weighty names. In both cases it may often be that the academic peers and knights are being used, and that their contributions are only respected if they keep strictly within the guidelines dictated by overriding political considerations. At least political advisers and think tanks are part of the "efficient" part of the twentieth century constitution: royal commissioners and the like often only ornament its "dignified" part.

Both these aspects of the involvement of academics in government are concerned with the service given by individuals. Both are capable of abuse. The royal commissioner can be flattered but ignored. The political adviser can degenerate into not much more than "group think" of a prominent politician. So it is important not to see this important relationship between higher education and the

Labour and public schools

Labour's (very) tentative plan to deny grants to students who have been educated in public schools is not a happy one. It suffers from two basic flaws: First, it amounts to a denial of natural justice because it punishes children for the actions of their parents. There is after all, no reason to assume that someone educated in a private school cannot become a good socialist. If this were the case a substantial proportion of recent Labour cabinet would have been disqualified behind the scenes. The social democratic wing of the party is not the not-to-be ignored point that the parents of public school children pay taxes and so contribute according to their income to the support of the university or college. It would be unfair to deny their children this same support. Whatever the overall objectives of a Government, it has an immediate obligation to carry out a public administration in a reasonably neutral manner.

The second flaw is even more serious. This proposal is really a cowardly evasion of the real issue—whether a private and privileged sector of secondary education should be allowed to continue—and the enthusiasm for it among some Labour Party members shows how naïvely they conceive of the struggle against privilege and inequality in British society. The Labour Party is certainly entitled to bring forward proposals to abolish private education, or (preferably) to remove any possible element of public subsidy for independent schools. But with which it would be possible to do so is to take up on the pupils of independent schools the frustration it feels at its past failures of nerve to tackle the problem of privilege head on.

Even more disappointing is that this plan reveals an extreme naïveté about the ways in which privilege and inequality have been created and are sustained. The Labour

Party has always had a moralling streak that can so easily slip into pettiness and even vindictiveness, as if the root of privilege in education was the diabolical desire of parents to send their children to exclusive private schools. The same desire is not subject to the same condemnation. Only rarely is there much evidence of any glimmering that privilege is the result of objective inequalities, not of subjective inequalities, and that the latter are the result of a more fundamental, though-going commitment to the extension of a welfare (and frankly collectivist) state with all its attendant dilemmas for the preservation of individual freedom and the creation of national wealth, and may even command a revolution in values, even consciousness, for which Labourism with its pragmatic and anti-intellectual traditions is badly prepared. The result is naïve and petty policies like this one.

Essentially unaffected also is that all-too-often and growing number of secondary school students who only serve their time in the public schools, bored and disinterested to the point of mutiny. Their resistance to education is overborne widely through unjustly-accepted as impenetrable.

Between these two extremes lies the great majority of students, and of those a growing number complete not only undergraduate education but proceed further toward graduate and professional degrees.

They may then in the end have wasted much time and have attained learning far below their capacity, but they will at least have acquired sufficient skill to take up productive careers.

There is also another and growing group of students who choose to attend the primarily vocational two-year community colleges after completing secondary schooling. They explicitly seek and receive vocational preparation only and are generally well served, which accounts for the enormous growth in the number of students attending over the past three decades.

The harmful barrier between secondary schooling and undergraduate education has been breached from the side of higher education. Only when this happens can standards in American education begin to rise again. If it fails to happen the deep flaw in the American educational system will remain uncorrected.

For those who recognize the dangers inherent in the Government's present policy this would seem a foolhardy course of action. There is still much controversy surrounding the use of average costs as the yardstick for fee levels and, with no sign of further concessions in any other area, a concerted attack on the method of calculation is an option which should not be sacrificed. Of course new bursary funds would be welcome and greater coordination between Government departments is essential. But no amount of back-patching will prevent the Cabinet deciding to save money on overseas students. The real task remains to convince ministers that this policy is likely to damage higher education, retard development in the Third World and lower British standing with our friends abroad.

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A damaging waste of time and talent



Steven Muller

Last month in this column I pointed to a significant flaw in the educational system of the United States and asserted that the two rigid layers of mass secondary schooling are now grinding against each other.

The time and talent of millions of young Americans largely is being wasted, despite huge expenditures, and the waste is worsening. In my opinion the only available remedy is "implementation theory" but the other American remedy, the encouraging of sound empirical investigations within the context of political action. Nor does it mean that institutions and departments should become enslaved by State, federal and local governments. Such work can easily be justified and sustained within the context of higher education's own purposes, particularly perhaps in close association with a programme of continuing education consisting of seminars, courses and conferences in which policy makers and academics in relevant disciplines can exchange experiences and ideas.

A shameful game of *Alphonse-Gaston* is now being played between the schools and colleges. As standards and discipline visibly continue to decline in the schools, the rationalization is offered (as in *Alphonse*) that the most talented students will after all go on to college, where they will receive the educational substance which their schooling failed to provide.

But in the colleges standards are also visibly declining in response to the academic deficiencies of entering students, and the rationalization is offered (as in *Gaston*) that lower educational standards are only natural if one must deal with students who have been so poorly prepared in the schools. Increasingly the last three years of secondary schooling are now tending to cover the same academic ground, with a redundancy all the more useful for the fact that it extends to poor quality throughout.

This unhappy situation does not equally victimize all students. The complex American educational system but its damaging effects are widespread.

Least affected, at one end of the spectrum, are students who attend private preparatory schools or take the college preparatory courses in the best public high schools, and who perform so well that they are then chosen for admission by the most selective and demanding colleges and universities.

Essentially unaffected also is that all-too-often and growing number of secondary school students who only serve their time in the public schools, bored and disinterested to the point of mutiny. Their resistance to education is overborne widely through unjustly-accepted as impenetrable.

Between these two extremes lies the great majority of students, and of those a growing number complete not only undergraduate education but proceed further toward graduate and professional degrees.

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That still leaves the majority of all American students: those who finish only high school, and those who go on to higher education but complete only the four undergraduate years.

These two groups comprise the largest number of young Americans and become the bulk of the adult population. Sadly, they are the ones most betrayed by the deficiencies of the educational system. The still accelerating degradation of their time and talent is shameful, especially because it is founded in hypocrisy.

The United States were committed to higher education only for a select elite, then one could at least acknowledge that fact and could also construct—in a straightforward manner—an adequate lesser education for the vast majority. But